

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

Secondary Competency Task Grid with Unit and Task Numbers		Common Career Technical Core Standards	PCS for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<b>100</b>	<b>SAFETY.</b>				
101	Identify safety measures that prevent accidents.	<b><u>CLUSTER:</u></b> <b>Health Sciences Careers</b> (Choose Standards) 1-2-3-4-5-6  <b>PATHWAYS INCLUDE</b> <b>Support Services Career Pathway</b> (Select Standards) 1-2-3-4-5	<b>KEY IDEAS/DETAILS GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc... <b>KEY IDEAS/DETAILS GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc... <b>CRAFT &amp; STRUCTURE GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words... <b>Standard CC.3.5.9-10.E</b>	<b>TEXT TYPES AND PURPOSE GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc. <b>TEXT TYPES AND PURPOSE GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc. <b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task,	
102	Identify and adhere to professional dress code per industry.				
103	Identify and describe OSHA standards and standard precautions.				
104	Explain and discuss the "Right to Know" Law and MSDS.				
105	Demonstrate correct body mechanics as a health care provider.				

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		<p>Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b></p> <p><b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/IDEAS</b> <b>GRADES 9-10</b></p> <p><b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p>	<p>purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b></p> <p><b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b></p> <p><b>Standard CC.3.6.11-12.D</b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.11-12.E.</b>Use technology,</p>	

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		<p><b>INTEGRATE KNOWLEDGE/ IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12.G.</b>  Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</p> <p><b>Standard CC.3.5.11-12.H.</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12.I.</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10 and 11-12</b>  <b>Standard CC.3.5.9-10.J AND</b>  <b>Standard CC.3.5.11-12.J.</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.6.9-10.F.</b>  Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.6.11-12.F.</b>  Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.11-12.H.</b>  Draw evidence from</p>	

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			informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING FOR ALL GRADES 9-12</b> <b>Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	
<b>200 PROFESSIONALISM.</b>				
201 Define the role and functions of the health care worker. 202 Demonstrate an awareness of the legal limitations of role and scope of practice. 203 Describes the responsibilities of members of the health care team. 204 Describes the chain of command in the organizational structure of the health care agency and scope of practice. 205 Maintain acceptable personal hygiene and exhibit appropriate dress practices. 206 Identifies legal responsibilities and ethical behavior of a health care provider. 207 Advocate the rights of a health care recipient. 208 Differentiate between health care facilities and their purpose. 209 Demonstrates leadership/citizenship skills through participation in Career and Technical Student Organizations.	<b><u>CLUSTER:</u></b> <b>Health Sciences Careers</b> (Choose Standards) 1-2-3-4-5-6  <b>PATHWAYS INCLUDE</b> <b>Support Services Career Pathway</b> (Select Standards) 1-2-3-4-5	<b>KEY IDEAS/DETAILS GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc... <b>KEY IDEAS/DETAILS GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex	<b>TEXT TYPES AND PURPOSE GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc. <b>TEXT TYPES AND PURPOSE GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.11-12.B</b> Write informative or	

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		<p>multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.D.</b>  Determine the meaning of  symbols, key terms, and other  domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b>  Analyze the structure of the  relationships among concepts in a  text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b>  Analyze the author's purpose in  providing an explanation,  describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12.D.</b>  Determine the meaning of  symbols, key terms, and other  domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b>  Analyze the structure of the  relationships among concepts in a  text.</p> <p><b>Standard CC.3.5.11-12.F</b>  Analyze the author's purpose in  providing an explanation,  describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/  IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G.</b>  Translate quantitative or technical  information expressed in a text into</p>	<p>explanatory texts, including  the narration of technical  processes, etc.</p> <p><b>PRODUCTION &amp;  DISTRIBUTION OF  WRITING</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.6.9-10.C</b>  Produce clear and coherent  writing...appropriate to task,  purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b>  Develop and strengthen  writing as needed by  planning, revising, editing,  rewriting, or trying a new  approach, focusing on  addressing what is most  significant for a specific  purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b>  Use technology, including  the Internet, to produce,  publish, and update  individual or shared writing  products.</p> <p><b>PRODUCTION &amp;  DISTRIBUTION OF  WRITING</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent  writing...appropriate to task,  purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-</b></p>	

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		<p>visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10.H.</b>  Assess the reasoning in a text to support the author's claim for solving a technical problem.  <b>Standard CC.3.5.9-10.I.</b>  Compare and contrast findings presented in a text to those from other sources, etc...  <b>INTEGRATE KNOWLEDGE/IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12.G.</b>  Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.  <b>Standard CC.3.5.11-12.H.</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12.I.</b>  Synthesize information from a range of sources into a coherent understanding.  <b>RANGE OF READING</b>  <b>GRADES 9-10 and 11-12</b>  <b>Standard CC.3.5.9-10.J AND</b>  <b>Standard CC.3.5.11-12.J.</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p><b>12.D</b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.11-12.E.</b>Use technology, including the Internet, to produce, publish, and update individual or shared writing products.  <b>RESEARCH</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.6.9-10.F.</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.  <b>RESEARCH</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.6.11-12.F.</b>  Conduct short and more</p>	

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				<p>sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING FOR ALL GRADES 9-12</b></p> <p><b>Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I.</b></p> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
<b>300</b>	<b>COMMUNICATION.</b>				
301	Demonstrate effective, abuse free verbal and non-verbal communication.	<p><b>CLUSTER:</b>  <b>Health Sciences Careers</b>            (Choose Standards)            1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Support Services Career Pathway</b>            (Select Standards)</p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10</b>  <b>Standard CC.3.5.9-10.A.</b>            Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b>            Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b>            Follow precisely a complex multistep procedure, etc...</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10</b>  <b>Standard CC.3.6.9-10.A</b>            Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b>            Write informative or explanatory texts, including the narration of technical</p>	
302	Demonstrate accurate documentation procedures.				
303	Communicate in a respectful, professional manner, according to stage of development and cultural background.				
304	Recognize both physical and psychological indicators of stress in self and others and identify stress reduction techniques.				
305	Demonstrate effective interpersonal conflict management skills.				

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<p>306 Perform care of sensory deprived resident/patient/client (i.e. blind).</p> <p>307 Select and implement appropriate techniques to deal with the cognitively impaired (i.e. validation, reminiscence, music therapy, etc.)</p> <p>308 Apply standards of confidentiality as required by HIPAA.</p>	1-2-3-4-5	<p><b>KEY IDEAS/DETAILS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12A</b>  Cite specific textual evidence, etc....  <b>Standard CC.3.5.11-12.B.</b>  Determine the central ideas or conclusions of a text; etc...  <b>Standard CC.3.5.11-12.C.</b>  Follow precisely a complex multistep procedure, etc...  <b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.D.</b>  Determine the meaning of symbols, key terms, and other domain specific words...  <b>Standard CC.3.5.9-10.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  Analyze the author's purpose in providing an explanation, describing a procedure...  <b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12.D.</b>  Determine the meaning of symbols, key terms, and other domain specific words...  <b>Standard CC.3.5.11-12.E.</b>  Analyze the structure of the relationships among concepts in a text.</p>	<p>processes, etc.  <b>TEXT TYPES AND PURPOSE</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.  <b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.6.9-10.C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.9-10.E</b>  Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p>	



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		<b>RANGE OF READING GRADES 9-10 and 11-12</b> <b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	standard format for citation. <b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research. <b>RESEARCH</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11- 12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING</b> <b>FOR ALL GRADES 9-12</b> <b>Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	
<b>400 INFECTION CONTROL.</b>				
	<b><u>CLUSTER:</u></b>	<b>KEY IDEAS/DETAILS</b>	<b>TEXT TYPES AND</b>	<b>Standard 2.1.HS.F.2</b>

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<p>401 Identify the mode of transmission of various microorganisms.</p> <p>402 Demonstrate proper hand washing technique.</p> <p>403 Implements practice of standard precautions and transmission based precautions with correct use of Personal Protective Equipment (PPE).</p> <p>404 Follows OSHA's blood borne pathogens standards as it pertains to the health care industry.</p> <p>405 Differentiate between medical and surgical asepsis.</p> <p>406 Demonstrate terminal cleaning of the examination room.</p>	<p><b>Health Sciences Careers</b> (Choose Standards) 1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b> <b>Support Services Career Pathway</b> (Select Standards) 1-2-3-4-5</p>	<p><b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p>	<p><b>PURPOSE</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>	<p>Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multistep problems.</p> <p><b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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		<p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12.D.</b>  Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b>  Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b>  Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G.</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10.H.</b>  Assess the reasoning in a text to support the author's claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10.I.</b>  Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12.G.</b>  Integrate and evaluate multiple sources of information presented in diverse formats... to solve a</p>	<p>approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b>  Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.11-12.E.</b>Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10</b></p>	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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		<p>problem.</p> <p><b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10 and 11-12</b></p> <p><b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p><b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b></p> <p><b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING FOR ALL GRADES 9-12</b></p> <p><b>Standard CC.3.5.9-10.I</b></p>	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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				AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	
500	<b>EMERGENCY CARE AND DISASTER PREPAREDNESS.</b>				
501	Demonstrate CPR skills with AED.	<b><u>CLUSTER:</u></b> <b>Health Sciences Careers</b> (Choose Standards) 1-2-3-4-5-6  <b>PATHWAYS INCLUDE</b> <b>Support Services Career Pathway</b> (Select Standards) 1-2-3-4-5	<b>KEY IDEAS/DETAILS GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....  <b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc... <b>KEY IDEAS/DETAILS GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc... <b>CRAFT &amp; STRUCTURE GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b>	<b>TEXT TYPES AND PURPOSE GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc. <b>TEXT TYPES AND PURPOSE GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc. <b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>	
502	Perform basic first aid skills including choking victims.				
503	Follow Emergency Response/Crisis Plan Procedures and complete appropriate documentation.				
504	Identify potential fire hazards and appropriate actions.				
505	Recognize and report emergencies immediately.				

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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		<p>Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem.</p>	<p><b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific</p>	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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		<p><b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/IDEAS</b> <b>GRADES 11-12</b></p> <p><b>Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</p> <p><b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b> <b>GRADES 9-10 and 11-12</b></p> <p><b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>purpose and audience.</p> <p><b>Standard CC.3.6.11-12.E.</b>Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b> <b>GRADES 9-10</b></p> <p><b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH</b> <b>GRADES 11-12</b></p> <p><b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.11-12.G.</b>Gather relevant information from multiple authoritative print and digital sources, following a</p>	



**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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			standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING                      FOR ALL GRADES 9-12</b> <b>Standard CC.3.5.9-10.I</b> <b>AND Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	
600 <b>HUMAN NEEDS AND HUMAN DEVELOPMENT.</b>				
601     Identify growth and developmental stages across the life span. 602     Describe how illness and disability affects life cycle. 603     Demonstrate ways to modify your own behavior in response to the client's attitude and their behaviors.	<b>CLUSTER:</b> <b>Health Sciences Careers</b> (Choose Standards) 1-2-3-4-5-6  <b>PATHWAYS INCLUDE</b> <b>Support Services Career Pathway</b> (Select Standards) 1-2-3-4-5	<b>KEY IDEAS/DETAILS GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc... <b>KEY IDEAS/DETAILS GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.11-12.B.</b>	<b>TEXT TYPES AND PURPOSE GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc. <b>TEXT TYPES AND PURPOSE GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific	<b>Standard 2.1.HS.F.1</b> Apply and extend the properties of exponents to solve problems with rational exponents. <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multistep problems. <b>Standard 2.1.HS.F.5</b> Choose a level of accuracy

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
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		<p>Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10</b></p> <p><b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE GRADES 11-12</b></p> <p><b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b></p>	<p>content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10</b></p> <p><b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 11-12</b></p> <p><b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task,</p>	<p>appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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		<p><b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G.</b>            Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10.H.</b>            Assess the reasoning in a text to support the author's claim for solving a technical problem.  <b>Standard CC.3.5.9-10.I.</b>            Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12.G.</b>            Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.  <b>Standard CC.3.5.11-12.H.</b>            Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12.I.</b>            Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10 and 11-12</b>  <b>Standard CC.3.5.9-10.J AND</b>  <b>Standard CC.3.5.11-12.J.</b>            By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>            Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.11-12.E.</b>Use technology, including the Internet, to produce, publish, and update individual or shared writing products.  <b>RESEARCH</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.6.9-10.F.</b>            Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>            Draw evidence from informational texts to support analysis, reflection, and research.  <b>RESEARCH</b>  <b>GRADES 11-12</b></p>	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
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		technical texts independently and proficiently.	<p><b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING FOR ALL GRADES 9-12</b></p> <p><b>Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
<b>700 MOVING, LIFTING, AND POSITIONING.</b>				
<p>701 Demonstrate technique of transferring client from bed to chair, chair to bed, bed to stretcher, and stretcher to bed.</p> <p>702 Assist with dangling, standing and walking.</p> <p>703 Demonstrate patient turning and/or positioning both in bed and in a chair and/or exam table.</p> <p>704 Assist with ambulation devices.</p> <p>705 Demonstrate the proper use of a mechanical lift adhering to the current governmental regulations.</p>	<p><b>CLUSTER:</b> <b>Health Sciences Careers</b> (Choose Standards) 1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b> <b>Support Services</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10</b></p> <p><b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b></p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10</b></p> <p><b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or</p>	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
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	<b>Career Pathway</b> (Select Standards) 1-2-3-4-5	Follow precisely a complex multistep procedure, etc... <b>KEY IDEAS/DETAILS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc... <b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words... <b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure... <b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words... <b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the	explanatory texts, including the narration of technical processes, etc. <b>TEXT TYPES AND            PURPOSE</b> <b>GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc. <b>PRODUCTION &amp;            DISTRIBUTION OF            WRITING</b> <b>GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E</b> Use technology, including the Internet, to produce, publish, and update	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
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		<p>relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b> <b>GRADES 9-10</b></p> <p><b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b> <b>GRADES 11-12</b></p> <p><b>Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</p> <p><b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12.I.</b> Synthesize information from a</p>	<p>individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b></p> <p><b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b></p> <p><b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.11-12.E.</b>Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b> <b>GRADES 9-10</b></p> <p><b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b>Gather relevant information from multiple authoritative print and</p>	

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		<p>range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10 and 11-12</b></p> <p><b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b></p> <p>By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b></p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b></p> <p><b>Standard CC.3.6.11-12.F.</b></p> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.11-12.H.</b></p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING FOR ALL GRADES 9-12</b></p> <p><b>Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I.</b></p> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
800 HEALTH CARE PROVIDER SKILLS.				

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
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<p>801 Provide the client with personal privacy, both auditory and visual when appropriate.</p> <p>802 Prepare soiled linen for laundry.</p> <p>803 Demonstrate unoccupied bed making techniques according to setting.</p> <p>804 Demonstrate occupied bed making techniques.</p> <p>805 Measure and record height and weight.</p> <p>806 Assist the professional staff with a physical examination.</p> <p>807 Assist with bathing and personal grooming.</p> <p>808 Promote independence with ADLs.</p> <p>809 Assist with dressing and undressing.</p> <p>810 Observe and report condition of the skin.</p> <p>811 Administer oral hygiene for the unconscious.</p> <p>812 Assist with oral and denture hygiene.</p> <p>813 Demonstrate measures to prevent decubitus ulcers (pressure sores).</p> <p>814 Provide hand and foot care.</p> <p>815 Assist with bathroom, bedside commode (BSC), bedpan and urinal.</p> <p>816 Demonstrate catheter care.</p> <p>817 Apply hot and/or cold dry/moist therapy.</p> <p>818 Measure and record body temperature.</p> <p>819 Measure and record radial pulse.</p> <p>820 Measure and record respirations.</p> <p>821 Measure and record blood pressure.</p> <p>822 Measure blood glucose using a glucometer, proper strips, and manufacturer or made blood glucose standards.</p> <p>823 Describe type, degree and manage client's pain.</p> <p>824 Provide comfort measures (such as back rub).</p> <p>825 Apply therapeutic compression devices (i.e. antiembolism stockings).</p> <p>826 Perform range of motion exercise.</p>	<p><b><u>CLUSTER:</u></b>  <b>Health Sciences  Careers</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS  INCLUDE</b>  <b>Support Services  Career Pathway</b>  (Select Standards)  1-2-3-4-5</p>	<p><b>KEY IDEAS/DETAILS  GRADES 9-10</b>  <b>Standard CC.3.5.9-10.A.</b>  Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.9-10B &amp;</b>  Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b>  Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS  GRADES 11-12</b>  <b>Standard CC.3.5.11-12A</b>  Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b>  Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b>  Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE  GRADES 9-10</b>  <b>Standard CC.3.5.9-10.D.</b>  Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b>  Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b>  Analyze the author's purpose in providing an explanation,</p>	<p><b>TEXT TYPES AND  PURPOSE</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.6.9-10.A</b>  Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND  PURPOSE</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp;  DISTRIBUTION OF  WRITING</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.6.9-10.C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b>  Develop and strengthen writing as needed by planning, revising, editing,</p>	<p><b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.</p> <p><b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p>



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<p>827 Define diagnostic related groups (DRGs).</p> <p>828 Identifies basic principles of medical coding.</p> <p>829 Differentiates between the various payor sources. (i.e., insurance, private pay, Medicare, Medicaid, etc.).</p> <p>830 Prepare a medical file.</p> <p>831 Perform filing skills.</p> <p>832 Perform visual acuity test.</p> <p>833 Demonstrate methods of collection, special handling and labeling of specimens.</p> <p>834 Demonstrate medication administration to a client ensuring the use of placebos.</p> <p>835 Describe how an EKG/ECG is performed and discuss one clinical condition diagnosed when an abnormal EKG/ECG is seen from a client.</p>		<p>describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12.D.</b>  Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b>  Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b>  Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G.</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10.H.</b>  Assess the reasoning in a text to support the author's claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10.I.</b>  Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12.G.</b>  Integrate and evaluate multiple</p>	<p>rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b>  Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.11-12.E.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10</b></p>	

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				AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	
<b>900</b>	<b>NUTRITION AND HYDRATION.</b>				
901	List general principles of basic nutrition.	<b>CLUSTER:</b> <b>Health Sciences Careers</b> Choose Standards) 1-2-3-4-5-6  <b>PATHWAYS INCLUDE</b> <b>Support Services Career Pathway</b> (Select Standards) 1-2-3-4-5	<b>KEY IDEAS/DETAILS GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc....  <b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...  <b>KEY IDEAS/DETAILS GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...  <b>CRAFT &amp; STRUCTURE GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b>	<b>TEXT TYPES AND PURPOSE GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.  <b>TEXT TYPES AND PURPOSE GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.  <b>PRODUCTION &amp; DISTRIBUTION OF</b>	<b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multistep problems. <b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.
902	Identify therapeutic diets including cultural variations.				
903	Prepares and serves meal tray, including fluids.				
904	Provides assistance with feeding, including the sensory deprived client.				
905	Measure and record intake and output.				
906	Measure and record meal percentages.				

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<b>1000 BASIC STRUCTURES AND FUNCTIONS OF THE HUMAN BODY AND RELATED DISEASES WITH ASSOCIATED TERMINOLOGY.</b>				
1001 Identify the basic structure and explain the function and disease processes for the Integumentary system. 1002 Identify the basic structure and explain the function and disease processes for the Respiratory system. 1003 Identify the basic structure and explain the function and disease processes for the Cardiovascular system. 1004 Identify the basic structure and explain the function and disease processes for the Lymphatic system. 1005 Identify the basic structure and explain the function and disease processes for the Muscular system. 1006 Identify the basic structure and explain the function and disease processes for the Skeletal system. 1007 Identify the basic structure and explain the function	<u><b>CLUSTER:</b></u> <b>Health Sciences Careers</b> (Choose Standards) 1-2-3-4-5-6  <b>PATHWAYS INCLUDE</b> <b>Support Services Career Pathway</b> (Select Standards) 1-2-3-4-5	<b>KEY IDEAS/DETAILS GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc... <b>KEY IDEAS/DETAILS GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b>	<b>TEXT TYPES AND PURPOSE GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc. <b>TEXT TYPES AND PURPOSE GRADES 11-12</b>	

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<p>and disease processes for the Nervous system.</p> <p>1008 Identify the basic structure and explain the function and disease processes for the Digestive system.</p> <p>1009 Identify the basic structure and explain the function and disease processes for the Urinary system.</p> <p>1010 Identify the basic structure and explain the function and disease processes for the Reproductive system.</p> <p>1011 Identify the basic structure and explain the function and disease processes for the Endocrine system.</p> <p>1012 Identify the basic structure and explain the function and disease processes for the immune system.</p> <p>1013 Distinguishes among directional terms, planes and regions.</p>		<p>Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10</b></p> <p><b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE GRADES 11-12</b></p> <p><b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation,</p>	<p><b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10</b></p> <p><b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 11-12</b></p>	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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		<p>describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G.</b>            Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10.H.</b>            Assess the reasoning in a text to support the author's claim for solving a technical problem.  <b>Standard CC.3.5.9-10.I.</b>            Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12.G.</b>            Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.  <b>Standard CC.3.5.11-12.H.</b>            Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12.I.</b>            Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10 and 11-12</b>  <b>Standard CC.3.5.9-10.J AND</b></p>	<p><b>Standard CC.3.6.11-12 C</b>            Produce clear and coherent writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>            Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.11-12.E.</b>Use technology, including the Internet, to produce, publish, and update individual or shared writing products.  <b>RESEARCH</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.6.9-10.F.</b>            Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>            Draw evidence from informational texts to support analysis, reflection,</p>	



**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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		<b>Standard CC.3.5.11-12.J.</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	and research. <b>RESEARCH            GRADES 11-12</b> <b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.11-            12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING            FOR ALL GRADES 9-12</b> <b>Standard CC.3.5.9-10.I</b> <b>AND Standard CC.3.5.11-            12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	
<b>1100 DEATH AND DYING.</b>				
1101 Discusses own feelings and attitudes concerning death. 1102 Research how culture and religion influence attitudes toward death. 1103 Identify the stages of grief. 1104 Recognize and report the common signs of	<b>CLUSTER:</b> <b>Health Sciences            Careers</b> (Choose Standards) 1-2-3-4-5-6	<b>KEY IDEAS/DETAILS            GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.9-10B &amp;</b>	<b>TEXT TYPES AND            PURPOSE            GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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<p>approaching death.</p> <p>1105 Identify goals of hospice care.</p> <p>1106 Provide postmortem care while maintaining dignity and respect.</p>	<p><b>PATHWAYS INCLUDE</b></p> <p><b>Support Services Career Pathway</b> (Select Standards) 1-2-3-4-5</p>	<p>Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>KEY IDEAS/DETAILS GRADES 11-12</b></p> <p><b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc....</p> <p><b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc...</p> <p><b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc...</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10</b></p> <p><b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE GRADES 11-12</b></p> <p><b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other</p>	<p>content.</p> <p><b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>TEXT TYPES AND PURPOSE GRADES 11-12</b></p> <p><b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10</b></p> <p><b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b></p>	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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		<p>domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b> <b>GRADES 9-10</b></p> <p><b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/ IDEAS</b> <b>GRADES 11-12</b></p> <p><b>Standard CC.3.5.11-12.G.</b> Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</p> <p><b>Standard CC.3.5.11-12.H.</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b></p> <p><b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b></p> <p><b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.11-12.E.</b>Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b> <b>GRADES 9-10</b></p> <p><b>Standard CC.3.6.9-10.F.</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-</b></p>	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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		<p>when possible.</p> <p><b>Standard CC.3.5.11-12.I.</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10 and 11-12</b></p> <p><b>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p><b>10.G.</b>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH GRADES 11-12</b></p> <p><b>Standard CC.3.6.11-12.F.</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.11-12.G.</b>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING FOR ALL GRADES 9-12</b></p> <p><b>Standard CC.3.5.9-10.I AND Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes</p>	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
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<b>1200 MEDICAL TERMINOLOGY.</b>			and audiences...etc.	
1201 Define and differentiate between roots/prefixes/suffixes. 1202 Identify abbreviations. 1203 Differentiate medical specialties. 1204 Demonstrate and interpret proper use of medical language.	<b>CLUSTER:</b> <b>Health Sciences Careers</b> (Choose Standards) 1-2-3-4-5-6  <b>PATHWAYS INCLUDE</b> <b>Support Services Career Pathway</b> (Select Standards) 1-2-3-4-5	<b>KEY IDEAS/DETAILS GRADES 9-10</b> <b>Standard CC.3.5.9-10.A.</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.9-10B &amp;</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.9-10.C</b> Follow precisely a complex multistep procedure, etc... <b>KEY IDEAS/DETAILS GRADES 11-12</b> <b>Standard CC.3.5.11-12A</b> Cite specific textual evidence, etc.... <b>Standard CC.3.5.11-12.B.</b> Determine the central ideas or conclusions of a text; etc... <b>Standard CC.3.5.11-12.C.</b> Follow precisely a complex multistep procedure, etc... <b>CRAFT &amp; STRUCTURE GRADES 9-10</b> <b>Standard CC.3.5.9-10.D.</b> Determine the meaning of symbols, key terms, and other domain specific words... <b>Standard CC.3.5.9-10.E</b> Analyze the structure of the relationships among concepts in a text, etc.	<b>TEXT TYPES AND PURPOSE GRADES 9-10</b> <b>Standard CC.3.6.9-10.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> Write informative or explanatory texts, including the narration of technical processes, etc. <b>TEXT TYPES AND PURPOSE GRADES 11-12</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc. <b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10</b> <b>Standard CC.3.6.9-10.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b>	

**Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899**  
**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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		<p><b>Standard CC.3.5.9-10.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 11-12</b></p> <p><b>Standard CC.3.5.11-12.D.</b> Determine the meaning of symbols, key terms, and other domain specific words...</p> <p><b>Standard CC.3.5.11-12.E.</b> Analyze the structure of the relationships among concepts in a text.</p> <p><b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p><b>INTEGRATE KNOWLEDGE/IDEAS</b> <b>GRADES 9-10</b></p> <p><b>Standard CC.3.5.9-10.G.</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10.H.</b> Assess the reasoning in a text to support the author's claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10.I.</b> Compare and contrast findings presented in a text to those from other sources, etc...</p> <p><b>INTEGRATE KNOWLEDGE/IDEAS</b></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 11-12</b></p> <p><b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b></p> <p><b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.11-12.E.</b>Use technology, including the Internet, to produce, publish, and update individual or shared</p>	

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		<p><b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12.G.</b>  Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</p> <p><b>Standard CC.3.5.11-12.H.</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12.I.</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING  GRADES 9-10 and 11-12</b>  <b>Standard CC.3.5.9-10.J AND  Standard CC.3.5.11-12.J.</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>writing products.</p> <p><b>RESEARCH  GRADES 9-10</b>  <b>Standard CC.3.6.9-10.F.</b>  Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RESEARCH  GRADES 11-12</b>  <b>Standard CC.3.6.11-12.F.</b>  Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.11-12.G.</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p>	

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**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

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			<b>RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I And Standard CC.3.5.11- 12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	