

Nevada Health Science One and Two Career and Technical Education	Applied Technologies Health Science	Health Science Foundations											Health Science Career Pathways													
		Academic Foundations	Communications	Systems	Employability Skills	Legal Responsibilities	Ethics	Safety Practices	Teamwork	Health Maintenance Practices	Technical Skills	Information Technology Skills	Alternative Medicine	Biomedical Applications	Cardiac Diagnostics	Clinical Laboratory Science	Dental Diagnostics	First Aid/CPR	Forensic Science	Imaging Diagnostics	Medical Office Technology	Optical Diagnostics	Pathogens and Disease	Pharmacology	Sports Medicine	Veterinary Medicine
<b>Content Standard 1.0: Academic Foundation</b> – Students will understand academic principles of health science as they relate to a health science career.																										
<b>Performance Standard 1.1 Human Structure and Function:</b> Students will demonstrate knowledge of human anatomy and physiology and the corresponding medical terminology.																										
1.1.1 Interpret root, suffix, and prefix of medical terminology associated with the basic structural and function of the human body.	✓	X	X											X		X	X	X		X						X
1.1.2 Integrate the knowledge of the anatomical structure of the human body and their relationship to their physiological function.	✓	X												X	X											X
1.1.3 List and classify the basic structural and functional organization of the human body.	✓	X							X					X	X	X	X		X	X	X		X	X	X	X
1.1.4 Classify the basic structural and functional organization of the human body.	✓	X							X					X	X	X	X		X	X	X		X	X	X	X
1.1.5 List the normal age associated changes of the structural organization and function of the human body.	✓	X																								
1.1.6 Relate the knowledge of the anatomical structure of the human body and their relationship to their physiological function.	✓	X												X	X											X
1.1.7 Use correct medical terminology associated with basic structural and functional organization of the human body.	✓	X	X		X	X	X		X					X	X	X	X	X	X	X	X	X	X	X	X	X
1.1.8 Recognize body planes, directional terms, quadrants, and cavities.	✓	X															X									X

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1.1.9 Analyze the interdependence of the basic structures and functions of the human body as they relate to wellness, disease, disorders, therapies, and care/rehabilitation.	✓	X												X								X	X				
1.1.10 Compare the structure and function of the human body across the lifespan.	✓		X											X							X						
<b>Performance Standard 1.2 Diseases and Disorders:</b> Students will relate principles of anatomy and physiology to the diagnosis and treatment of disease and medical conditions.																											
1.2.1 Interpret common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment).	✓	X											X	X	X	X	X				X	X	X	X			
1.2.2 Investigate biomedical therapies, including alternative and complementary therapies as they relate to prevention, pathology, and treatment of disease.	✓					X		X				X	X														
1.2.3 Compare and contrast the effects of specific environmental chemicals on the human body.																											
1.2.4 Recognize and describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment).	✓	X										X	X	X	X	X				X	X	X	X				
1.2.5 Discuss the impact of genetics, gender, age and environment on disease and disorder.	✓	X						X																			
1.2.6 Relate the knowledge of an abnormal anatomical structure or physiological response to disease.	✓	X												X	X			X		X	X			X	X		
1.2.7 Investigate biomedical therapies as they relate to the prevention, pathology, and treatment of disease.	✓					X						X	X														

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1.2.8 Discuss complementary/alternative health practices as they relate to the prevention and treatment of disease.	✓			X						X		X															
1.2.9 Describe how environmental chemicals affect the human body.																											
<b>Performance Standard 1.3 Medical Mathematics:</b> Students will demonstrate and apply mathematics as it specifically relates to health care.																											
1.3.1 Apply mathematical computations related to health care procedures (metric and customary, conversions, and measurements).	✓									X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	
1.3.2 Analyze diagrams, charts, graphs, and tables to interpret health care data.	✓			X		X										X											
1.3.3 Observe and describe medical conditions using words, numbers, and drawings.	✓	X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3.4 Construct and justify a valid argument and apply deductive and inductive reasoning in health care situations.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3.5 Apply the 24-hour clock to health care.	✓				X																						
1.3.6 Classify the basic structural and functional organization of the human body including chemical, cellular, tissue, organ, and system.	✓	X							X			X	X	X	X		X	X	X		X	X	X	X	X		
1.3.7 Apply mathematical principles to problems involving dosage calculations and other applied mathematical concepts.	✓																							X			
1.3.8 Analyze diagrams, charts, graphs, and tables to interpret health care results.	✓			X		X										X											

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<b>Performance Standard 1.4 Assessment:</b> Students will evaluate individual situations utilizing appropriate assessment tools.																										
1.4.1 Predict patient outcomes.	✓										X	X	X	X	X			X	X	X	X	X	X	X	X	X
1.4.2 Analyze patient data when reviewing medical forms.	✓	X																		X	X		X			
1.4.3 Record patient data on appropriate forms.	✓	X																		X	X		X			
1.4.4 Demonstrate use of appropriate diagnostic tools.	✓													X	X	X		X		X						
1.4.5 Conduct an original scientific investigation using the appropriate tools and technology.	✓																	X								
1.4.6 Demonstrate how science, technology, and society influence assessment.	✓	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Content Standard 2.0: Communications</b> – Students will understand the various methods of giving and obtaining information in the health care setting.																										
<b>Performance Standard 2.1 Concepts of Effective Communication:</b> Students will utilize appropriate verbal and nonverbal communication skills in the workplace.																										
2.1.1 Initiate communication in a patient care setting.	✓	X	X			X						X	X				X	X	X	X	X		X			

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2.1.2 Recognize barriers to communication.	✓		X	X	X	X	X		X		X		X		X	X			X	X	X	X		X	X	X	
2.1.3 Utilize effective communication skills.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.1.4 Interpret verbal and nonverbal communications.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.1.5 Classify communication styles based on various health care scenarios.	✓		X		X									X			X		X	X	X						
2.1.6 Recognize resources to assist in overcoming communication barriers.	✓		X	X	X	X	X		X		X		X		X	X			X	X	X	X		X	X	X	
2.1.7 Analyze communications for appropriate response and feedback.	✓		X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	
2.1.8 Report subjective and objective information.	✓		X		X													X				X					
2.1.9 Recognize the elements of oral communication using a sender-receiver process.	✓		X																								
2.1.10 Apply speaking and active listening skills using reflection, restatement, and clarification techniques.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.1.11 Demonstrate effective communication in a simulated activity.	✓		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Performance Standard 2.2 Medical Terminology:</b> Students will use accepted medical terminology while communicating information.																											

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2.2.1 Integrate medical terminology into real world applications.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
2.2.2 Use roots, prefixes, and suffixes to communicate information.	✓	X	X		X									X	X	X	X	X	X	X	X	X	X	X	X		
2.2.3 Use medical abbreviations and acronyms to communicate information.	✓	X	X		X	X	X			X				X	X	X	X	X	X	X	X	X	X	X	X		
2.2.4 Use medical terminology to communicate data and observations.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
2.2.5 Apply medical terminology to health care situations.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
<b>Performance Standard 2.3 Written Communication Skills:</b> Students will utilize current written and electronic communication formats.																											
2.3.1 Adapt and individualize all forms of written communication to industry standards.	✓		X		X																X			X			
2.3.2 Recognize which format (written vs. electronic) is most appropriate in a given situation.	✓		X																								
2.3.3 Recognize elements of written and electronic communication.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
2.3.4 Demonstrate industry standards in written and electronic communication and documentation.	✓		X		X															X			X				
2.3.5 Interpret tables, charts, illustrations and graphs when making arguments and claims in oral and written presentations.	✓			X			X									X					X	X	X				

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2.3.6 Use written documents for communication or health messages.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
2.3.7 Summarize technical information.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
2.3.8 Use electronic communication format to conserve resources.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Content Standard 3.0: Systems</b> – Students will understand health care systems and their individual role.																											
<b>Performance Standard 3.1 Health Care Delivery Systems:</b> Students will evaluate health care delivery systems (i.e., private, public, non-profit, government).																											
3.1.1 Compare benefits for patients in public, private, and government systems.	✓			X																							
3.1.2 Recommend improvements to the current health care delivery systems.	✓			X																							
3.1.3 Evaluate the impact of consumer groups on the health care delivery system.	✓			X																							
3.1.4 Critique the impact of emerging issues in health care systems.	✓			X																							
3.1.5 Develop new methods of payment for health care.																											



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3.1.6 Examine efforts to include consumers in health care decision-making.	✓			X	X	X					X	X							X								
3.1.7 Evaluate various ways of reimbursement in the health care system.	✓			X																							
3.1.8 Involve consumer in accessing health care information.	✓			X	X	X					X	X							X								
3.1.9 Examine influences on health care delivery systems.	✓			X																							
3.1.10 Describe the responsibilities of the consumers within the health care delivery system.	✓			X	X	X					X	X							X								
3.1.11 Discuss common methods of payment for health care.	✓			X																							
3.1.12 Compare health care delivery systems (private, public, non-profit, government).	✓			X																							
3.1.13 Recognize the interdependence of health care professions within a given health care delivery system.	✓			X																							
3.1.14 Interpret the various roles of health care providers and clients within the health care system.	✓			X																							
3.1.15 Explain the impact of emerging issues such as technology, epidemiology, bioethics, and socioeconomics on health care systems.	✓			X	X	X					X	X															
<b>Performance Standard 3.2 Green Initiatives:</b> Students will demonstrate competency and understanding about green practice in health care.																											



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3.2.1 Defend the utilization of green practices in health care.																											
3.2.2 Incorporate practices of green technology in health care settings.																											
3.2.3 Identify practices of green technology applicable to the health care setting (i.e., recycling, energy efficiency, environmentally preferable chemical use, waste disposal, and water conservation).																											
3.2.4 Participate in recycling efforts in the work environment.																											
<b>Content Standard 4.0: Employability Skills</b> - Students will achieve competence in workplace readiness, career development, and lifelong learning.																											
<b>Performance Standard 4.1 Employability Skills:</b> Students will demonstrate problem-solving skills.																											
4.1.1 Develop a complex work-related problem scenario.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.1.2 Use appropriate steps in the problem-solving process.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.1.3 Create an action plan to avoid future problems.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.1.4 Develop methods to analyze the advantages and disadvantages of alternative solutions.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

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4.1.5 Evaluate the benefits of solving a work-related problem.	✓		X		X			X	X							X					X			X		
4.1.6 Solve a work-related problem using the appropriate steps in the problem-solving process.	✓		X		X			X	X																	
4.1.7 Use brainstorming techniques.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.1.8 Examine and explain the advantages and disadvantages of alternative solutions to one or more problems.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.1.9 Create an action plan based upon a solution to a work-related problem.	✓		X		X			X	X							X					X			X		
4.1.10 Analyze the solution to a work-related problem.	✓		X		X			X	X							X					X			X		
4.1.11 Identify personal traits (desirable/undesirable) and attitudes of health care team members.	✓		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.1.12 Describe professional standards of health care workers as they apply to hygiene, dress, language, confidentiality, and behavior (i.e., courtesy and self-introductions).	✓		X		X		X								X		X			X	X	X				
4.1.13 Engage in continuous self-assessment and career goal modification for personal and professional growth.	✓				X		X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	
4.1.14 Demonstrate respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious groups in various settings.	✓		X				X		X				X		X											

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<b>Performance Standard 4.2 Employability Skills:</b> Students will demonstrate critical thinking skills.																										
4.2.1 Analyze how critical thinking skills affect work performance.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.2.2 Create a logical argument to support a position or viewpoint.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.2.3 Explain the essential elements of the critical thinking process.	✓				X																					
4.2.4 Demonstrate critical thinking skills in a workplace scenario.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.2.5 Explain how emotional thinking and logical thinking affect decision making in the workplace.	✓		X		X				X									X				X				
4.2.6 Explain the difference between reliable and unreliable information.	✓		X		X				X									X				X				
4.2.7 Recognize patterns or relationships through observation and discovery.	✓		X			X	X		X									X								
4.2.8 Compare potential health science career pathways using a variety of health careers within the diagnostic services, therapeutic services, health informatics services, support services, and biotechnology research and development.	✓				X									X	X	X	X	X	X	X	X	X	X	X	X	X
4.2.9 Develop components of a professional portfolio.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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4.2.10 Execute work assignments and formulate solutions to problems using critical thinking skills.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Performance Standard 4.3 Employability Skills:</b> Students will demonstrate effective communication skills.																											
4.3.1 Practice communication skills in internship, externship, and/or clinical settings.	✓													X	X	X	X	X	X	X	X	X	X	X	X	X	
4.3.2 Interpret and respond to verbal and nonverbal messages; demonstrate active listening.	✓		X		X		X		X								X	X		X	X						
4.3.3 Demonstrate proper telephone, e-mail, and text-messaging etiquette.	✓		X								X																
4.3.4 Organize ideas and communicate orally and in writing to effectively demonstrate skills to others.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.3.5 Select and utilize an appropriate medium for conveying messages with dignity and respect.	✓		X								X																
4.3.6 Organize information into the appropriate format in accordance with standard practices, which includes prewriting, drafting, proofreading, editing/revising, and preparing final copy.																											
4.3.8 Identify common communication barriers and methods for improving communication.	✓		X	X	X	X	X		X		X		X		X	X		X	X	X	X		X	X	X		
4.3.9 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential for a service area.	✓				X									X	X	X	X	X	X	X	X	X	X	X	X	X	

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4.3.10 Use digital tools to plan a complex timeline, track progress, cite sources, and organize information such as a research project.	✓												X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.3.11 Use digital tools to organize and compare information with main ideas and supporting documentation.	✓												X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Performance Standard 4.4 Employability Skills:</b> Students will demonstrate the ability to select and apply computer skills and other appropriate technology.																											
4.4.1 Explain the use, benefits, and costs of a technological development in the workplace.	✓											X															
4.4.2 Demonstrate routine care of technological equipment.																											
4.4.3 Describe computer and internet security procedures.	✓											X															
4.4.4 Select and apply the appropriate computer application for a given task.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.4.5 Apply new and existing knowledge to independently, or in collaboration with others, generate new ideas, products, or processes with digital tools.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Performance Standard 4.5 Employability Skills:</b> Students will demonstrate leadership and teamwork skills.																											
4.5.1 Debate the impact of personal traits and attitudes of health care team members on patient care.	✓		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.5.2 Illustrate how professional expectations of health care workers impact the health care environment.	✓		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

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4.5.3 Work cooperatively with others when given a group project.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.5.4 Explain traits necessary to effectively lead and influence individuals and groups.	✓							X									X										
4.5.5 Demonstrate appropriate attitudes, qualities, and behaviors for effective leadership.	✓							X																			
4.5.6 Demonstrate respect for team members, team processes, and team goals.	✓							X									X				X						
4.5.7 Participate in the implementation of a group's decision and evaluate the results.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.5.8 Describe the importance of personal appearance and company dress codes.	✓				X																						
4.5.9 Demonstrate desirable personal traits and attitudes as a health care team member in the classroom and/or clinical setting.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
4.5.10 Model professional expectations of health care workers as they apply to hygiene, dress, language, confidentiality, substance use/abuse, and behavior.	✓		X		X		X								X		X			X	X	X					
4.5.11 Participate in a CTSO (Career and Technical Student Organization).																											
<b>Performance Standard 4.6 Employability Skills:</b> Students will demonstrate sound workplace ethics.																											
4.6.1 Exemplify workplace ethics.	✓		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

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4.6.2 Develop workplace ethics.	✓		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.6.3 Research and explain the importance of workplace ethics.	✓		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.6.4 Demonstrate regular attendance and promptness.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.6.5 Complete a task by the assigned deadline.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.6.6 Demonstrate appropriate personal and professional attitudes and behaviors.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.6.7 Demonstrate awareness of legal responsibilities related to individual performance, safety, and customer satisfaction.	✓			X		X	X				X		X	X			X	X		X			X	X			
4.6.8 Demonstrate knowledge of various types of harassment.	✓					X																					
<b>Performance Standard 4.7 Employability Skills:</b> Students will demonstrate the ability to effectively manage resources in high-performance workplaces.																											
4.7.1 Identify and organize human resources needed to complete a job assignment.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.7.2 Identify and organize material resources and space requirements needed to complete a job assignment.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.7.3 Use technology effectively to complete a job assignment.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	



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4.7.4 Use the basic components of effective time management.	✓				X																						
4.7.5 Recognize the need for management skills in the workplace with regard to stress, anger management, and substance abuse.	✓									X																	
4.7.6 Prepare a detailed billing statement.	✓																				X						
4.7.7 Develop a time schedule and prioritized task list to complete a job assignment.	✓																				X						
4.7.8 Maintain a safe, clean, and organized work area.	✓				X			X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Performance Standard 4.8 Employability Skills:</b> Students will demonstrate career planning and development skills.																											
4.8.1 Correlate refinement of employability skills with job attainment and retention.	✓				X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.8.2 Engage in continuous self-assessment and career goal modification for personal and professional growth.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.8.3 Examine levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential required for a health science career.	✓				X								X	X	X	X	X	X	X	X	X	X	X	X	X		
4.8.4 Complete a job application.																											

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4.8.5 Prepare a personal résumé.	✓				X																						
4.8.6 Complete a personal aptitude and interest inventory.																											
4.8.7 Participate in a job interview.	✓				X																						
4.8.8 Establish career goals.	✓				X							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.8.9 Use the Nevada Career Information System (NCIS) or a similar computer-based program to research careers in a chosen field.	✓				X							X	X	X	X	X	X	X	X	X	X	X	X	X	X		
4.8.10 Participate in an organized job-shadowing activity.	✓											X	X	X	X	X	X	X	X	X	X	X	X	X	X		
4.8.11 Participate in a community service project.																											
4.8.12 Construct a career portfolio.	✓				X																						
4.8.13 Demonstrate the process involved in attaining employment.	✓				X							X	X	X	X	X	X	X	X	X	X	X	X	X	X		
<b>Performance Standard 4.9 Employability Skills:</b> Students will demonstrate job retention and lifelong learning skills.																											
4.9.1 Maintain an employment/career portfolio.	✓				X																						

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4.9.2 Identify strategies for balancing work and family roles.	✓					X																					
4.9.3 Demonstrate understanding of the need for lifelong learning in a rapidly changing job market.	✓				X																						
4.9.4 Identify strategies to maintain employment in the face of job reductions.	✓				X																						
4.9.5 Formulate strategies to achieve career goals.	✓				X							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.9.6 Identify various educational options needed for job advancement.	✓				X							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4.9.7 Demonstrate interpersonal skills needed for job retention.	✓		X		X				X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Content Standard 5.0: Legal Responsibility</b> – Students will understand the legal responsibilities, limitations, and implications of actions by self and others within the health care delivery system.																											
<b>Performance Standard 5.1 Legal Implications:</b> Students will perform their duties according to regulations, policies, laws, and legislated rights of clients.																											
5.1.1 Analyze legal responsibilities and limitations.	✓			X		X	X				X		X	X			X	X	X		X			X	X		
5.1.2 Demonstrate procedures for accurate documentation and record keeping.	✓					X	X				X										X						

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5.1.3 Evaluate and recognize health care facility policies and procedures.	✓		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
5.1.4 Explain practices that could result in malpractice, liability, and/or negligence.	✓					X	X										X							X			
5.1.5 Interpret quality health care facility policies and procedures.	✓		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
5.1.6 Implement established procedures based on risk management criteria.	✓					X																					
5.1.7 Compare the similarities and differences between acceptable use of technology resources in school and work environments.	✓					X																					
<b>Performance Standard 5.2 Legal Practices:</b> Students will accurately apply standards and procedures for legal documentation and record-keeping.																											
5.2.1 Assess legal ramifications of health care professionals.	✓					X	X										X								X		
5.2.2 Articulate standards for Health Insurance Portability and Accountability (HIPAA).	✓					X	X																				
5.2.4 Explain Patient's Bill of Rights.	✓					X																					
5.2.5 Recognize common threats to confidentiality.	✓					X	X				X	X								X							
5.2.6 Explain consent.	✓					X	X					X					X										

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5.2.7 Compare licensure, certification, registration, and legislated scope of practice of health care professionals.	✓					X	X							X						X				X			
5.2.8 Explain mandated standards for harassment, labor, and employment laws.	✓					X																					
<b>Content Standard 6.0: Ethics</b> – Students will comprehend ethical practices consistent with professional and organizational directives with respect to cultural, social, and ethnic differences.																											
<b>Performance Standard 6.1 Ethical Boundaries:</b> Students will differentiate between ethical and legal issues impacting health care.																											
6.1.1 Formulate, argue, and defend pros and cons of ethical issues in health care.	✓					X	X							X	X	X	X	X	X	X	X	X	X	X	X	X	
6.1.2 Explore ethical and legal issues impacting health care.	✓					X	X								X				X							X	
6.1.3 Compare personal, professional, and organizational ethics.	✓						X																				
6.1.4 Recognize ethical issues and their implications related to health care.	✓					X	X								X				X							X	
6.1.5 Participate in a biomedical debate.	✓						X								X												
<b>Performance Standard 6.2 Ethical Practice:</b> Students will demonstrate professional and ethical standards impacting health care.																											

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6.2.1 Critique professional standards related to ethical practice in health care.	✓					X	X							X				X							X		
6.2.2 Demonstrate ethical behaviors in health care.	✓					X	X							X				X							X		
6.2.3 Demonstrate procedures for reporting activities and behaviors that affect health, safety, and welfare of others.	✓					X	X		X																		
<b>Performance Standard 6.3 Cultural, Social, and Ethnic Diversity:</b> Students will demonstrate respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious groups.																											
6.3.1 Perform culturally appropriate medical treatment.	✓		X	X			X														X						
6.3.2 Demonstrate respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious groups.	✓		X	X			X														X						
6.3.3 Implement culturally appropriate practices and treatment.	✓		X	X			X														X						
6.3.4 Recognize that consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.	✓									X																	
6.3.5 Recognize the influence of ethics on health care delivery.	✓					X	X							X				X								X	
<b>Content Standard 7.0: Safety Practices</b> – Students will understand existing and potential hazards, safe work practices, and safety policies and procedures.																											

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<b>Performance Standard 7.1 Infection Control:</b> Students will explain principles of infection control and prevention techniques.																										
7.1.1 Formulate a plan to stop the cycle of infection.	✓							X						X	X	X	X	X	X	X	X	X	X	X	X	X
7.1.2 Critique an existing infection control program within a health care system.	✓							X																		
7.1.3 Perform culture and sensitivity testing on microorganisms.	✓															X										
7.1.4 Develop an emergency plan for response to pathogenic microorganisms in society.	✓							X								X										
7.1.5 Diagram methods to control microorganisms within society (example: vaccinations).	✓							X								X										
7.1.6 Apply principles of infection control in the health care setting.	✓							X						X	X	X	X	X	X	X	X	X	X	X	X	X
7.1.7 Identify opportunities to stop the cycle of infection throughout the various stages.	✓							X						X	X	X	X	X	X	X	X	X	X	X	X	X
7.1.8 Explain components of an effective infection control program.	✓							X								X										
7.1.9 Describe factors that promote growth of microorganisms in the environment.	✓							X								X										



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<b>Performance Standard 7.2 Personal Safety:</b> Students will apply personal safety procedures in accordance with Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations/guidelines (including universal precautions).																											
7.2.1 Observe and critique personal safety procedures and equipment use based on OSHA and CDC requirements in health care settings.	✓						X								X												
7.2.2 Research the consequences of improper body mechanics, ergonomics, and equipment use.	✓						X					X						X							X		
7.2.3 Apply personal safety procedures and use equipment based on OSHA and CDC regulations.	✓						X								X												
7.2.4 Demonstrate principles of body mechanics and ergonomics and correct use of equipment.	✓						X					X		X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Performance Standard 7.3 Environmental Safety:</b> Students will apply appropriate safety techniques to maintain a safe working environment.																											
7.3.1 Develop safety techniques to prevent accidents and publish, display, and share products.																											
7.3.2 Examine OSHA documents.	✓					X	X	X																			
7.3.3 Evaluate the workplace to recognize safe and unsafe working conditions.	✓					X	X	X							X		X										
7.3.4 Apply safety techniques to prevent accidents.	✓						X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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7.3.5 Discuss safety policies and procedures in the workplace.	✓						X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Performance Standard 7.4 Common Safety Hazards:</b> Students will comply with safety signs, symbols, labels, and Material Safety Data Sheets (MSDS).																											
7.4.1 Assess workplace environment for safety.	✓						X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
7.4.2 Examine alternatives to toxic chemicals used in the workplace environment.	✓						X								X												
7.4.3 Explain safety signs, symbols, and labels.	✓						X								X												
7.4.4 Comply with safety signs, symbols, and labels.	✓						X								X												
7.4.5 Report chemical exposures to appropriate person.	✓						X								X												
7.4.6 Recognize potential safety hazards in the workplace environment.	✓						X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>Performance Standard 7.5 Emergency Procedures and Protocols:</b> Students will practice basic emergency procedures and protocols.																											
7.5.1 Apply principals of emergency response in natural disasters and other emergencies.	✓						X								X												
7.5.2 Complete Emergency Preparedness Training.																											

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7.5.3 Prioritize appropriate response for emergency scenarios.	✓						X							X	X		X					X			
7.5.4 Correlate the National Incident Management System (NIMS) with various state and local systems.																									
7.5.5 Coordinate and participate in a light search and rescue drill.																									
7.5.6 Recognize potential psychological outcomes for victims and responders.	✓						X										X							X	
7.5.7 Analyze appropriate actions to take following a suspected terrorist incident.																									
7.5.8 Compare and explain triage methods.	✓			X																					
7.5.9 Practice fire safety in health care setting.	✓						X						X	X	X										
7.5.10 Practice principles of basic emergency response.	✓						X						X	X	X		X					X		X	
7.5.11 Illustrate various levels of emergency management disaster systems.	✓						X																		
7.5.12 Predict potential psychological responses to emergency scenarios.	✓						X										X							X	
7.5.13 Identify potential targets of terrorism in the community.																									

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7.5.14 Understand the principles of light search and rescue in emergency.																											
<b>Content Standard 8.0: Teamwork</b> – Students will understand the roles and responsibilities of individual members as part of the health care team.																											
<b>Performance Standard 8.1 Health Care Teams:</b> Students will describe characteristics of an effective health care team.																											
8.1.1 Participate in a health care team.	✓							X										X	X								
8.1.2 Explain characteristics of effective teams.	✓		X					X										X	X								
8.1.3 Research the role of a health care profession including limits of roles, historical perspective, and current professional activities.	✓			X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.1.4 Collaborate and model effective health care team roles.	✓							X									X	X									
<b>Performance Standard 8.2 Team Member Participation:</b> Students will understand methods for building positive team relationships.																											
8.2.1 Demonstrate conflict resolution and reinforce positive outcomes.	✓							X																			
8.2.2 Recognize methods for building positive team relationships.	✓							X																			
8.2.3 Analyze attributes and attitudes of an effective leader.	✓							X																			

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8.2.4 Recognize conditions that may lead to conflict.	✓								X																		
8.2.5 Apply effective techniques for managing team conflict.	✓								X																		
8.2.6 Collaborate electronically with peers, experts, and others to create digital products.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Content Standard 9.0: Health Maintenance Practices</b> – Students will understand fundamentals of wellness and prevention of disease processes.																											
<b>Performance Standard 9.1 Healthy Behaviors:</b> Students will describe and apply behaviors for prevention of diseases and promotion of health and wellness.																											
9.1.1 Analyze risk factors and consequences of unhealthy behaviors.	✓			X						X																	
9.1.2 Evaluate information and products as related to traditional and alternative health care.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.1.3 Develop a wellness plan that can be used in personal and professional life.	✓									X																	
9.1.4 Explain behaviors that promote health and wellness.	✓			X						X			X	X	X		X	X		X	X		X	X	X	X	X
9.1.5 Describe strategies for prevention of diseases including health screenings and examinations.	✓									X			X		X		X		X		X		X		X		X
9.1.6 Describe practices and lifestyle choices (diet and physical activity) that promote prevention of disease and injury.	✓			X						X			X	X	X		X	X		X	X		X	X	X	X	X

Nevada Health Science One and Two Career and Technical Education	Applied Technologies Health Science	Health Science Foundations										Health Science Career Pathways															
		Academic Foundations	Communications	Systems	Employability Skills	Legal Responsibilities	Ethics	Safety Practices	Teamwork	Health Maintenance Practices	Technical Skills	Information Technology Skills	Alternative Medicine	Biomedical Applications	Cardiac Diagnostics	Clinical Laboratory Science	Dental Diagnostics	First Aid/CPR	Forensic Science	Imaging Diagnostics	Medical Office Technology	Optical Diagnostics	Pathogens and Disease	Pharmacology	Sports Medicine	Veterinary Medicine	
9.1.7 Describe safety practices related to high-risk behaviors.	✓			X						X																	
9.1.8 Discuss complementary and alternative health practices.	✓			X						X		X															
<b>Content Standard 10.0: Technical Skills</b> – Students will apply technical skills required for health care careers.																											
<b>Performance Standard 10.1 Technical Skills:</b> Students will demonstrate skills and knowledge as appropriate.																											
10.1.1 Obtain appropriate exit level certifications in area of career specialties.	✓											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.1.2 Model industry level employment skills.	✓			X						X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.1.3 Apply procedures to correctly measure and record vital signs.	✓									X			X			X			X						X	X	
10.1.4 Obtain CPR AED certification through American Heart Association.	✓															X											
10.1.5 Demonstrate skills appropriate to industry standards for a specific program.	✓									X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Content Standard 11.0: Information Technology Applications</b> – Students will understand the components necessary for health care information management.																											

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<b>Performance Standard 11.1 Health Information Management:</b> Students will interpret records and files common to health care.																											
11.1.1 Analyze health care information records in files and electronic documents common to health care.	✓											X															X
11.1.2 Interpret health care information records in files and electronic documents common to health care.	✓											X															X
11.1.3 Justify method of electronically interacting for a specific goal or purpose.	✓		X									X															X
11.1.4 Evaluate and justify the formats for reporting results to a variety of audiences.																											
<b>Performance Standard 11.2 Information Technology:</b> Students will utilize technology to access and distribute data and other information.																											
11.2.1 Correlate data received from Information Technology applications to patient care.	✓											X														X	
11.2.2 Communicate using technology to access and distribute data and other information.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11.2.3 Use tables, charts, illustrations and graphs in making arguments and claims in oral and written presentations.	✓			X										X													
11.2.4 Apply new and existing knowledge to independently, or in collaboration with others, generate new ideas.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
11.2.5 Create digital text, images, sound, and video for use in communication.	✓		X																								



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11.2.6 Select and apply digital tools to collect, organize and analyze data.	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X