

Draft Standards: Health Science (HS)

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Strand: Health Science Foundation Standards (FS)

Standard: HS.FS.1: Academic Foundations

Students will demonstrate knowledge of human anatomy, physiology, common diseases and disorders, and medical math principles.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
<p>HS.FS.1.A: Relate knowledge of anatomy to physiology within the human body.</p>	<p>HS.FS.1.A.b.1: Identify the organization of the human body and body cavities.</p> <ul style="list-style-type: none"> Identify levels of organization: chemical, cellular, tissue, organ, system, and organism. Identify body cavities: abdominal, cranial, dorsal, nasal, oral, orbital, pelvic, spinal, and thoracic. 	<p>HS.FS.1.A.i.1: Describe the organization of the human body and directional terms.</p> <ul style="list-style-type: none"> Demonstrate anatomical position. Identify body planes: coronal/frontal, midsagittal, sagittal, transverse/horizontal. Use directional terms: anterior/posterior, cephalic/caudal, medial/lateral, proximal/distal, superficial/deep, superior/inferior, and ventral/dorsal. Identify the components of the abdominal quadrants: left upper, left lower, right upper, and right lower. 	<p>HS.FS.1.A.a.1: Apply the organization of the human body, body cavities, and directional terms to communicate anatomical healthcare information.</p>

Standard: HS.FS.1: Academic Foundations

Students will demonstrate knowledge of human anatomy, physiology, common diseases and disorders, and medical math principles.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
	<p>HS.FS.1.A.b.2: Match individual organs to the correct body systems.</p>	<p>HS.FS.1.A.i.2: Identify basic structures and describe functions of human body systems.</p> <ul style="list-style-type: none"> • Skeletal • Muscular • Integumentary • Cardiovascular • Lymphatic/Immune • Respiratory • Nervous • Endocrine • Digestive • Urinary • Reproductive 	<p>HS.FS.1.A.a.2: Explain the interrelationships between body structures and body functions.</p>
<p>HS.FS.1.B: Summarize the effects of diseases and disorders on the human body and the role of biomedical therapies in the detection and treatment of disease.</p>	<p>HS.FS.1.B.b.1: Describe conditions of normal body signs compared with signs of illness/ailment: fever, change from normal body readings, open wounds, etc.</p>	<p>HS.FS.1.B.i.1: Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following: anxiety, arthritis, asthma, bipolar disorder, cancer, cataracts, concussion/traumatic brain injury (TBI), cystic fibrosis, dementia, depression, diabetes, gastric ulcer,</p>	<p>HS.FS.1.B.a.1: Predict new treatment options, technology and its impact on human society, as it relates to common diseases and disorders.</p>

Standard: HS.FS.1: Academic Foundations

Students will demonstrate knowledge of human anatomy, physiology, common diseases and disorders, and medical math principles.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
		hepatitis, hypertension, melanoma, muscular dystrophy, myocardial infarction, sexually transmitted infection (STI), stroke/cerebrovascular accident (CVA), tuberculosis, urinary tract infection (UTI)	
	HS.FS.1.B.b.2: Identify biomedical therapies: gene editing, gene testing, gene therapy, immunizations, immunotherapy, stem-cell research.	HS.FS.1.B.i.2: Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease: gene editing, gene testing, gene therapy, immunizations, immunotherapy, stem cell research.	HS.FS.1.B.a.2: Analyze current research related to biomedical therapies for the treatment and/or prevention of human diseases and disorders.
HS.FS.1.C: Apply medical mathematics skills as they relate to the practice of healthcare.	HS.FS.1.C.b.1: Demonstrate accurate measurement of length, volume, and mass using the metric system. Metric system: centi-, deci-, kilo-, milli-, micro-	HS.FS.1.C.i.1: Demonstrate competency using basic math skills and mathematical conversions as they relate to healthcare. <ul style="list-style-type: none"> Conversions: height (inches/meters), household measurements (tbsp./tsp./cup/oz.), length (inches/meters), temperature (F/C), volume (ml/cc), 	HS.FS.1.C.a.1: Apply mathematical computations as required to complete healthcare procedures, for example, medicine dosing.

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Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
		weight/mass (pounds/grams) <ul style="list-style-type: none">• Mathematical: addition/subtraction, average, fractions, multiplication/division, percentages, ratios	
	HS.FS.1.C.b.2: Read information contained in diagrams, charts, graphs, and tables.	HS.FS.1.C.i.2: Determine the most effective visual format for illustrating a specific set of data: diagrams, charts, graphs, or tables.	HS.FS.1.C.a.2: Demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results.
	HS.FS.1.C.b.3: Differentiate between the 12-hour clock and the 24-hour clock.	HS.FS.1.C.i.3: Explain the use of the 24-hour clock system in healthcare settings.	HS.FS.1.C.a.3: Demonstrate use of the 24-hour clock/military time.

Standard: HS.FS.2: Communications

Students will demonstrate methods of delivering and obtaining information while communicating effectively.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.2.A: Understand concepts of effective communication as it relates to healthcare delivery.	HS.FS.2.A.b.1: Discuss methods and situations for communicating verbally and nonverbally.	HS.FS.2.A.i.1: Interpret types of verbal and nonverbal communication between healthcare providers and patients.	HS.FS.2.A.a.1: Model verbal and nonverbal therapeutic communication: active listening, reflecting, silence, summarizing.
	HS.FS.2.A.b.2: List ways in which communication between healthcare providers and patients could be limited.	HS.FS.2.A.i.2: Identify common barriers to communication. <ul style="list-style-type: none"> • Physical disabilities: aphasia, developmental level, hearing loss, impaired vision • Psychological barriers: attitudes, bias, prejudice, stereotyping • Language barriers 	HS.FS.2.A.a.2: Demonstrate methods for adjusting communication to reduce barriers between providers and patients.
	HS.FS.2.A.b.3: Discuss why knowing the difference between opinions and factual information is important.	HS.FS.2.A.i.3: Distinguish between subjective and objective information.	HS.FS.2.A.a.3: Compose reports of subjective and objective information to communicate healthcare information.
	HS.FS.2.A.b.4: Identify the sender, message, and receiver in communication.	HS.FS.2.A.i.4: Interpret elements of the communication process using sender-message-receiver feedback model.	HS.FS.2.A.a.4: Apply the sender-message-receiver feedback model in healthcare communication.
	HS.FS.2.A.b.5: Recognize the types of communication that take place between	HS.FS.2.A.i.5: Identify situations in which communication between patient/client needs to be modified.	HS.FS.2.A.a.5: Modify communication to meet the needs of the patient/client

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Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
	patients/clients and healthcare providers.		and to be appropriate to the situation.
	HS.FS.2.A.b.6: List stages of psychosocial development.	HS.FS.2.A.i.6: Describe appropriate interactions with patients throughout various stages of psychosocial development.	HS.FS.2.A.a.6: Determine appropriate interactions with patients based on psychosocial development in communication.
HS.FS.2.B: Utilize medical terminology appropriately to communicate information.	HS.FS.2.B.b.1: Identify roots, prefixes, and suffixes in word parts related to healthcare.	HS.FS.2.B.i.1: Analyze roots, prefixes, and suffixes to determine correct meanings of medical words.	HS.FS.2.B.a.1: Apply common roots, prefixes, and suffixes to communicate information.
	HS.FS.2.B.b.2: Identify medically relevant abbreviations.	HS.FS.2.B.i.2: Interpret common medical abbreviations to communicate information.	HS.FS.2.B.a.2: Apply common medical abbreviations in a written medical report.
HS.FS.2.C: Develop written communication skills to meet healthcare industry standards.	HS.FS.2.C.b.1: Identify situations in which electronic and written communication is used in healthcare settings.	HS.FS.2.C.i.1: Apply accurate elements of written and electronic communication: spelling, grammar, and formatting.	HS.FS.2.C.a.1: Produce professional quality healthcare documents using proper spelling, grammar, and formatting.
	HS.FS.2.C.b.2: List components of technical and informative writing.	HS.FS.2.C.i.2: Prepare examples of technical and informative writing.	HS.FS.2.C.a.2: Utilize technical and informative writing related to healthcare situations.

Standard: HS.FS.2: Communications

Students will demonstrate methods of delivering and obtaining information while communicating effectively.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
	HS.FS.2.C.b.3: List types of digital communication that might be used in a work environment.	HS.FS.2.C.i.3: Interpret appropriate situations as well as potential drawbacks for the use of digital communication in healthcare.	HS.FS.2.C.a.3: Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media.

Standard: HS.FS.3: Systems

Students will identify how key systems affect services performed and quality of care.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.3.A: Explain key concepts of the healthcare delivery system.	HS.FS.3.A.b.1: Discuss the wide variety of specialty medical and dental practices, government agencies, and nonprofit organizations as they relate to healthcare delivery.	HS.FS.3.A.i.1: Describe types of practice settings, specialty medical and dental practices, government agencies, and related nonprofit organizations and their role in the delivery of healthcare.	HS.FS.3.A.a.1: Differentiate between healthcare delivery systems and healthcare-related agencies. <ul style="list-style-type: none">• Types of practice settings: acute care, ambulatory care, behavioral and mental health services, community-based residential facilities,

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Students will identify how key systems affect services performed and quality of care.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
			<p>home care, hospice, long-term care, medical and dental practices</p> <ul style="list-style-type: none">• Specialty medical and dental practices: cosmetic surgery, geriatrics, orthodontics, pulmonology, surgical• Government agencies: Centers for Disease Control and Prevention (CDC), Centers for Medicare & Medicaid Services (CMS), National Institutes of Health (NIH), Occupational Safety and Health Administration (OSHA), U.S. Department of Veterans Affairs (VA), U.S. Food and Drug Administration (FDA), U.S. Public Health Service (USPHS)• Related organizations: American Cancer Society (ACS), American Heart Association (AHA), American Red Cross (ARC), March of

Standard: HS.FS.3: Systems

Students will identify how key systems affect services performed and quality of care.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
			Dimes, World Health Organization (WHO)
	HS.FS.3.A.b.2: Discuss what it means to be a consumer of healthcare.	HS.FS.3.A.i.2: Describe the rights and responsibilities consumers have when receiving healthcare: compliance, Patient’s Bill of Rights, self-advocacy.	HS.FS.3.A.a.2: Using examples, examine the healthcare consumer’s rights and responsibilities within the healthcare system: compliance, Patient’s Bill of Rights, Resident’s Bill of Rights, and self-advocacy.
	HS.FS.3.A.b.3: Identify emerging issues/trends affecting healthcare delivery systems.	HS.FS.3.A.i.3: Discuss how emerging issues/trends come about related to healthcare delivery: aging population, behavior/mental health, bioethics, epidemiology, socioeconomics, technology (artificial intelligence, telehealth, etc.), tribal health.	HS.FS.3.A.a.3: Analyze the impact of emerging issues/trends on healthcare delivery systems: aging population, behavior/mental health, bioethics, epidemiology, socioeconomics, technology, tribal health.
	HS.FS.3.A.b.4: Discuss the history and role of health insurance and employee/employer benefits.	HS.FS.3.A.i.4: Describe healthcare economics and related terms. <ul style="list-style-type: none"> Fundamental terms related to health insurance: claim, co-insurance, co-payment, explanation of benefits 	HS.FS.3.A.a.4: Analyze healthcare economics and related terms. <ul style="list-style-type: none"> The history and role of health insurance and employer/employee benefits

Standard: HS.FS.3: Systems

Students will identify how key systems affect services performed and quality of care.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
		<p>(EOB), fraud, Health Insurance Portability and Accountability Act (HIPAA), medical coding, premium</p> <ul style="list-style-type: none"> • Types of insurance plans <ul style="list-style-type: none"> ○ Private health insurance plans ○ Managed care: Health Maintenance Organization (HMO), Independent Practice Association (IPA), Preferred Provider Organization (PPO) ○ Government programs: Affordable Care Act (ACA), Medicaid, Medicare, Tricare, workers' compensation 	<ul style="list-style-type: none"> • Fundamental terms related to health insurance: claim, co-insurance, co-payment, explanation of benefits (EOB), fraud, Health Insurance Portability and Accountability Act (HIPAA), medical coding, premium • Types of insurance plans <ul style="list-style-type: none"> ○ Private health insurance plans ○ Managed care: Health Maintenance Organization (HMO), Independent Practice Association (IPA), Preferred Provider Organization (PPO) ○ Government programs: Affordable Care Act (ACA), Medicaid, Medicare, Tricare, workers' compensation.

Standard: HS.FS.4: Employability Skills

Students will use employability skills to enhance employment opportunities and job satisfaction within a healthcare setting.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Beginning
HS.FS.4.A: Describe personal traits desirable of a health professional.	HS.FS.4.A.b.1: Explore personal traits and attributes.	HS.FS.4.A.i.1: Identify personal traits and attitudes desirable in a career-ready member of a health team: acceptance of criticism, competence, dependability, discretion, empathy, enthusiasm, honesty, initiative, integrity, patience, positive attitude, responsibility, self-motivation, social and cultural competence, tact, team player, willingness to learn.	HS.FS.4.A.a.1: Perform a personal assessment comparing your own traits to the desirable traits and attitudes of a healthcare worker.
	HS.FS.4.A.b.2: Recognize proper healthcare uniform, hygiene behaviors, and positive work behaviors for a variety of healthcare professions.	HS.FS.4.A.i.2: Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.	HS.FS.4.A.a.2: Model professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.
HS.FS.4.B: Explain key concepts of employability skills.	HS.FS.4.B.b.1: Match employability/soft skills utilized within the healthcare setting.	HS.FS.4.B.i.1: Discuss the importance of developing employability/soft skills as a health professional.	HS.FS.4.B.a.1: Apply employability/soft skills in healthcare: chain of command, communication skills, customer service,

Standard: HS.FS.4: Employability Skills

Students will use employability skills to enhance employment opportunities and job satisfaction within a healthcare setting.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Beginning
			decision-making, emotional intelligence, flexibility, organization, problem-solving, scope of practice, time management, work ethic.
HS.FS.4.C: Apply career decision-making practices.	HS.FS.4.C.b.1: Identify strategies and steps used to obtain employment in healthcare (education/training, job searching, applying, interviewing, background checks, drug and alcohol screening).	HS.FS.4.C.i.1: Research levels of education, credentialing requirements, and employment trends in health professions.	HS.FS.4.C.a.1: Describe educational pathways for various health professions including licensing, certification, registration, etc.
	HS.FS.4.C.b.2: Identify five health science career pathways (biotechnology research and development, diagnostic services, health informatics, management and technology, support services, therapeutic services).	HS.FS.4.C.i.2: Describe types of careers found within each health science career pathway.	HS.FS.4.C.a.2: Distinguish differences among careers within a health science pathway: biotechnology research and development, diagnostic services, health informatics, management and technology, support services, therapeutic services.

Standard: HS.FS.4: Employability Skills

Students will use employability skills to enhance employment opportunities and job satisfaction within a healthcare setting.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Beginning
HS.FS.4.D: Participate in employability preparation activities in order to create a personal portfolio.	HS.FS.4.D.b.1: Explain the purpose of a personal portfolio.	HS.FS.4.D.i.1: Examine components of a personal portfolio.	HS.FS.4.D.a.1: Develop components of a personal portfolio: community service / service learning, credentials, leadership examples, mock interview, oral report, personal statement, professional/ student organization memberships, resume, sample projects, technology skills, work-based learning documentation, writing sample
HS.FS.4.E: Identify strategies for pursuing employment.	HS.FS.4.E.b.1: Find reputable employer websites, internships, social media accounts, and members of a personal network used for pursuing employment.	HS.FS.4.E.i.1: Identify strategies for pursuing employment. <ul style="list-style-type: none"> • Employer websites • Internships • Personal networking • Social media 	HS.FS.4.E.a.1: Utilize strategies to pursue employment. <ul style="list-style-type: none"> • Employer websites • Internships • Personal networking • Social media

Standard: HS.FS.5: Legal Responsibilities

Students will describe legal responsibilities, limitations, and implications of healthcare worker actions.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.5.A: Discuss legal responsibilities and implications in the healthcare setting.	HS.FS.5.A.b.1: Define terms related to criminal and civil law. <ul style="list-style-type: none"> • Abuse • Assault • Battery • Harassment • Invasion of privacy • Libel • Malpractice • Negligence • Slander • Tort 	HS.FS.5.A.i.1: Discuss how laws impact the healthcare setting.	HS.FS.5.A.a.1: Analyze legal responsibilities and implications of criminal and civil law. <ul style="list-style-type: none"> • Abuse • Assault • Battery • Harassment • Invasion of privacy • Libel • Malpractice • Negligence • Slander • Tort
	HS.FS.5.B.b.1: Explain HIPAA and privileged communications.	HS.FS.5.B.i.1: Determine situations in which sharing private information is necessary and beneficial in circumstances that require confidentiality.	HS.FS.5.B.a.1: Apply standards for the safety, privacy, and confidentiality of health information. <ul style="list-style-type: none"> • HIPAA • Privileged communication
HS.FS.5.B.b.2: Define: living will, power of attorney for healthcare, power of attorney for finance, authorization for final disposition.	HS.FS.5.B.i.2: Describe advance directives.	HS.FS.5.B.a.2: Assess the role of advance directives in supporting patient rights and responsibilities.	

Standard: HS.FS.5: Legal Responsibilities

Students will describe legal responsibilities, limitations, and implications of healthcare worker actions.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.5.B: Understand and apply legal practices specific to healthcare.	HS.FS.5.B.b.3: Discuss ways in which a patient can make decisions and advocate for themselves.	HS.FS.5.B.i.3: Summarize the essential characteristics of a patient's basic rights within a healthcare setting.	HS.FS.5.B.a.3: Examine possible outcomes when a patient's rights are not followed.
	HS.FS.5.B.b.4: Define informed and implied consent.	HS.FS.5.B.i.4: Describe methods for obtaining informed and implied consent.	HS.FS.5.B.a.4: Differentiate informed and implied consent.
	HS.FS.5.B.b.5: Discuss the need for healthcare professionals to be qualified to deliver healthcare.	HS.FS.5.B.i.5: Describe the concept of scope of practice.	HS.FS.5.B.a.5: Predict possible outcomes when healthcare professionals perform care outside of their scope of practice.
	HS.FS.5.B.b.6: Identify activities and behaviors that affect the health, safety, and welfare of others.	HS.FS.5.B.i.6: Summarize an incident report.	HS.FS.5.B.a.6: Interpret procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (incident report).

Standard: HS.FS.6: Ethics

Students will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.6.A: Understand how ethical practice affects healthcare delivery.	HS.FS.6.A.b.1: Define ethics in relation to healthcare.	HS.FS.6.A.i.1: Identify examples of ethical and legal behaviors related to healthcare delivery.	HS.FS.6.A.a.1: Differentiate between ethical and legal issues impacting healthcare.
	HS.FS.6.A.b.2: Discuss scope of practice for various roles within healthcare.	HS.FS.6.A.i.2: Identify ethical issues related to healthcare: ethics committee, euthanasia, gene editing, immunizations, in vitro fertilization, organ donation/transplantation, scope of practice.	HS.FS.6.A.a.2: Analyze the implications of ethical issues related to healthcare: ethics committee, euthanasia, gene editing, immunizations, in vitro fertilization, organ donation/transplantation, scope of practice.
HS.FS.6.B: Recognize the importance of how cultural, social, and ethnic diversity impacts healthcare.	HS.FS.6.B.b.1: Identify different opinions, beliefs, and feelings related to healthcare practices and settings.	HS.FS.6.B.i.1: Discuss religious, social, and cultural values as they impact healthcare: ageism, ethnicity, gender, race, and religion.	HS.FS.6.B.a.1: Model respect and appreciation for diversity of individuals within a healthcare setting.
	HS.FS.6.B.b.2: Describe how civility, customer service, and patient satisfaction occur within the healthcare setting.	HS.FS.6.B.i.2: Explain how respectful and empathetic treatment of all patients/clients/families impacts wellbeing and health outcomes.	HS.FS.6.B.a.2: Demonstrate respectful and empathetic treatment of all patients/clients/families: civility, customer service, patient satisfaction.

Standard: HS.FS.7: Safety Practices

Students will identify existing and potential hazards to clients, co-workers, and self, and employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.7.A: Explain key concepts of infection control.	<p>HS.FS.7.A.b.1: Cite the principles of infection transmission:</p> <ul style="list-style-type: none"> Name the different types of pathogens Identify characteristics of microorganisms. Describe chain of infection. List different modes of transmission. 	<p>HS.FS.7.A.i.1: Explain principles of infection transmission:</p> <ul style="list-style-type: none"> Identify classifications of pathogens: bacteria, fungi, parasites, protozoa, and viruses. Describe characteristics of microorganisms: aerobic, anaerobic, nonpathogenic, pathogenic. Recognize chain of infection. Describe mode of transmission: common vehicle (air, food, water), direct, healthcare-associated infections (nosocomial), indirect, opportunistic, and vectors. 	<p>HS.FS.7.A.a.1: Analyze principles of infection transmission:</p> <ul style="list-style-type: none"> Compare and contrast characteristics of microorganisms. Analyze the chain of infection. Assess how to control the spread and growth of pathogens based on the mode of transmission.
	<p>HS.FS.7.A.b.2: List methods for controlling the spread and growth of pathogens.</p>	<p>HS.FS.7.A.i.2: Describe different methods for</p>	<p>HS.FS.7.A.a.2: Differentiate methods of controlling the spread and growth of pathogens.</p>

Standard: HS.FS.7: Safety Practices

Students will identify existing and potential hazards to clients, co-workers, and self, and employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
		controlling the spread and growth of pathogens.	<ul style="list-style-type: none"> • Asepsis: antisepsis, disinfection, sanitization, sterile technique, sterilization • Standard precautions: environmental cleaning, gloving, handwashing, personal protective equipment (PPE) • Isolation precautions: transmission-based contact • Bloodborne pathogen precautions • Vaccinations
HS.FS.7.B: Explain how personal safety is applied in the healthcare setting.	HS.FS.7.B.b.1: Identify the roles of the Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control (CDC).	HS.FS.7.B.i.1: Explain personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.	HS.FS.7.B.a.1: Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.
	HS.FS.7.B.b.2: Discuss the need for proper body mechanics.	HS.FS.7.B.i.2: Identify principles of good body mechanics during patient care: ambulating, lifting, and positioning.	HS.FS.7.B.a.2: Demonstrate principles of body mechanics during patient care: ambulating, lifting, and positioning.

Standard: HS.FS.7: Safety Practices

Students will identify existing and potential hazards to clients, co-workers, and self, and employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
	<p>HS.FS.7.B.b.3: Identify personal protective equipment (PPE) used in healthcare settings.</p>	<p>HS.FS.7.B.i.3: Demonstrate and apply the use of personal protective equipment (PPE).</p>	<p>HS.FS.7.B.a.3: Analyze the appropriate use of personal protective equipment (PPE) for specific healthcare situations.</p>
<p>HS.FS.7.C: Discuss how the use of proper techniques can support a safe healthcare environment.</p>	<p>HS.FS.7.C.b.1: Recognize safe and unsafe situations in the healthcare environment.</p>	<p>HS.FS.7.C.i.1: Identify safety techniques in the work environment.</p> <ul style="list-style-type: none"> • Ergonomics • Patient/client/employee safety measures • Safe operation of equipment 	<p>HS.FS.7.C.a.1: Apply safety techniques in the work environment.</p> <ul style="list-style-type: none"> • Ergonomics • Patient/client/employee safety measures • Safe operation of equipment
<p>HS.FS.7.D: Recognize how common safety hazards are communicated in healthcare.</p>	<p>HS.FS.7.D.b.1: Identify hazardous materials in the healthcare setting.</p>	<p>HS.FS.7.D.i.1: Describe safety standards related to the occupational exposure to hazardous chemicals standard [Safety Data Sheets (SDS)].</p>	<p>HS.FS.7.D.a.1: Observe all safety standards related to the occupational exposure to hazardous chemicals standard [Safety Data Sheets (SDS)].</p>
	<p>HS.FS.7.D.b.2: Recognize signs, symbols, and labels related to safety.</p>	<p>HS.FS.7.D.i.2: Explain the purpose for healthcare signs, symbols, and labels related to safety.</p>	<p>HS.FS.7.D.a.2: Comply with safety signs, symbols, and labels.</p>

Standard: HS.FS.7: Safety Practices

Students will identify existing and potential hazards to clients, co-workers, and self, and employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.7.E: Apply emergency procedures and protocols within the healthcare environment.	HS.FS.7.E.b.1: Describe the purpose of a fire prevention and safety practices plan for healthcare settings.	HS.FS.7.E.i.1: Practice fire safety in a healthcare setting.	HS.FS.7.E.a.1: Evaluate fire safety protocols for healthcare settings.
	HS.FS.7.E.b.2: Describe the purpose of emergency response plans for natural disasters and catastrophic emergencies.	HS.FS.7.E.i.2: Apply principles of basic emergency response in natural disasters and other emergencies: safe location, contact emergency personnel, follow facility protocols.	HS.FS.7.E.a.2: Design principles of basic emergency response in natural disasters and other emergencies: safe location, contact emergency personnel, follow facility protocols.

Standard: HS.FS.8: Teamwork

Students will identify roles and responsibilities of individual members as part of the healthcare team.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.8.A: Describe effective healthcare teams.	HS.FS.8.A.b.1: Define an interprofessional team in a healthcare setting.	HS.FS.8.A.i.1: Identify characteristics of effective teams: collaboration, defined roles, effective	HS.FS.8.A.a.1: Evaluate roles and responsibilities of healthcare team members.

Standard: HS.FS.8: Teamwork

Students will identify roles and responsibilities of individual members as part of the healthcare team.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
		communication, effective leadership, measurable processes and outcomes, mutual respect, shared goals.	
	HS.FS.8.A.b.2: Actively participate in team-building activities.	HS.FS.8.A.i.2: Recognize methods for building positive team relationships.	HS.FS.8.A.a.2: Evaluate why teamwork is an important part of healthcare and how it improves patient care.
HS.FS.8.B: Discuss how team member participation contributes to the success of a healthcare team.	<p>HS.FS.8.B.b.1: Identify characteristics of effective team leaders:</p> <ul style="list-style-type: none"> • Focus and drive • Interpersonal skills • Motivates and inspires • Organized and balanced 	HS.FS.8.B.i.1: Describe the different types of leaders and roles within leadership.	<p>HS.FS.8.B.a.1: Analyze attributes and attitudes of an effective leader.</p> <ul style="list-style-type: none"> • Characteristics: focus and drive, interpersonal skills, motivates and inspires, organized and balanced • Types: autocratic, democratic, <i>laissez faire</i> • Roles: communicates vision, leads change, manages accountability
	HS.FS.8.B.b.2: Explain situations in which conflict occurs within a team.	HS.FS.8.B.i.2: Distinguish between effective and ineffective means for handling team conflicts.	HS.FS.8.B.a.2: Apply effective techniques for managing team conflict: communicate assertively, gather the facts, mediate disputes, negotiate

Standard: HS.FS.8: Teamwork

Students will identify roles and responsibilities of individual members as part of the healthcare team.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
			resolutions, set clear expectations.

Standard: HS.FS.9: Health Maintenance Practices

Students will differentiate between wellness and disease, promote disease prevention, and model healthy behaviors.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.9.A: Understand how healthy behaviors promote disease prevention and wellness.	HS.FS.9.A.b.1: Identify healthy lifestyle behaviors that promote self-care.	HS.FS.9.A.i.1: Distinguish examples of effective and ineffective self-care behaviors related to health and wellness.	HS.FS.9.A.a.1: Model self-care behaviors that promote health and wellness: exercise, nutrition, relationships, sleep habits, stress management, and weight control.

Standard: HS.FS.9: Health Maintenance Practices

Students will differentiate between wellness and disease, promote disease prevention, and model healthy behaviors.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
	HS.FS.9.A.b.2: Define behavioral health from an individual and public health standpoint.	HS.FS.9.A.i.2: Describe factors affecting a person’s behavioral health.	HS.FS.9.A.a.2: Examine various aspects of behavioral health: anxiety, depression, substance abuse, and suicide.
	HS.FS.9.A.b.3: Identify strategies for the prevention of diseases.	HS.FS.9.A.i.3: Describe public health strategies for prevention of disease: community health education outreach programs; immunizations; medical, dental, and mental health screenings; routine physical exams; self-care behaviors.	HS.FS.9.A.a.3: Analyze the implications to health and wellness if public health prevention strategies are absent.
	HS.FS.9.A.b.4: List examples of complementary and alternative health practices.	HS.FS.9.A.i.4: Investigate complementary and alternative health practices as they relate to wellness and disease prevention: Eastern medicine, holistic medicine, homeopathic medicine, manipulative medicine.	HS.FS.9.A.a.4: Discuss complementary and alternative health practices in supporting health promotion and disease prevention.
HS.FS.9.B: Discuss factors that impact healthcare across the lifespan.	HS.FS.9.B.b.1: Identify life stages and how people grow and develop throughout life.	HS.FS.9.B.i.1: Discuss physical, mental, social, and behavioral development and its impact on healthcare.	HS.FS.9.B.a.1: Apply understanding of growth and development specific to each

Standard: HS.FS.9: Health Maintenance Practices

Students will differentiate between wellness and disease, promote disease prevention, and model healthy behaviors.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
			life stage when interacting with patients, clients, and residents.
	HS.FS.9.B.b.2: Identify common ailments of an aging human.	HS.FS.9.B.i.2: Distinguish between signs of normal versus pathological aging in humans.	HS.FS.9.B.a.2: Analyze the effect of pathological aging in regards to healthcare.
	HS.FS.9.B.b.3: Identify socioeconomic determinants of health and wellness.	HS.FS.9.B.i.3: Examine factors that affect socioeconomic determinants of health and wellness.	HS.FS.9.B.a.3: Create possible supports that eliminate or reduce the impact of socioeconomic determinants of health and wellness.

Standard: HS.FS.10: Technical Skills

Students will apply and demonstrate technical skills and knowledge common to health career specialties. *Additional technical skills may be included in a program of study based on career specialties.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.10.A: Apply technical skills in healthcare.*	HS.FS.10.A.b.1: Identify the seven main vital signs.	HS.FS.10.A.i.1: Explain why vital signs are routinely measured in healthcare settings.	HS.FS.10.A.a.1: Differentiate between normal and abnormal vital sign values.
	HS.FS.10.A.b.2: Identify equipment used to measure vital signs.	HS.FS.10.A.i.2: Explain the purpose and procedure for taking blood pressure, height and weight, oxygen saturation, pain, pulse, respirations, and temperature.	HS.FS.10.A.a.2: Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges including but not limited to blood pressure, height and weight, oxygen saturation, pain, pulse, respirations, and temperature.
	HS.FS.10.A.b.3: Describe situations in which an emergency exists, and identify sources of appropriate help.	HS.FS.10.A.i.3: Assess emergency situations, and respond appropriately to emergencies that may occur during daily life.	HS.FS.10.A.a.3: Obtain training or certification in automated external defibrillator (AED), cardiopulmonary resuscitation (CPR), first aid, foreign body airway obstruction (FBAO).

Standard: HS.FS.10: Technical Skills

Students will apply and demonstrate technical skills and knowledge common to health career specialties. *Additional technical skills may be included in a program of study based on career specialties.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
	HS.FS.10.A.b.4: Provide examples of technical skills used by healthcare professionals.	HS.FS.10.A.i.4: Identify specific technical skills and certifications needed for healthcare career specialties.	HS.FS.10.A.a.4: Obtain industry-recognized certifications or complete training as it relates to various entry-level healthcare careers.

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Standard: HS.FS.11: Information Technology in Healthcare

Students will apply information technology practices common across health professions.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.11.A: Understand key principles, components, and practices of health information systems (HISs)	HS.FS.11.A.b.1: List types of information collected and documented in medical and health records.	HS.FS.11.A.i.1: Identify components of an electronic health record (EHR) and/or electronic medical record (EMR): diagnostic tests, history and physical, medication, patient demographics, progress notes, and treatment plan.	HS.FS.11.A.a.1: Document information accurately in a simulated form or in an electronic health record (EHR) or electronic medical record (EMR).
	HS.FS.11.A.b.2: Identify reasons providers and patients may collect health data (improved decision-making, quality assurance, personalized treatments, improved patient care, provider performance improvement, etc.)	HS.FS.11.A.i.2: Explore different types of health data collection tools: medical wearable devices, patient monitoring equipment, and phone apps.	HS.FS.11.A.a.2: Analyze the benefits and challenges of acquiring personal health data: types of medical equipment and patient transparency.
	HS.FS.11.A.b.3: Identify why timeliness, completeness, and accuracy are essential in healthcare documentation.	HS.FS.11.A.i.3: Describe methods for maintaining electronic documentation to support timeliness, completeness, and accuracy.	HS.FS.11.A.a.3: Create electronic documentation that reflects timeliness, completeness, and accuracy.
	HS.FS.11.A.b.4: Identify types of health information and personal identifiable information (PII) that are	HS.FS.11.A.i.4: Identify possible consequences of	HS.FS.11.A.a.4: Examine information systems policies, procedures, and regulations as required by

Standard: HS.FS.11: Information Technology in Healthcare

Students will apply information technology practices common across health professions.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
	protected by federal privacy laws.	sharing protected health information (PHI).	national, state, and local entities: facility policies, HIPAA, medical coding, social media.

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