COMMUNITY HEALTH SCIENCE CURRICULUM FRAMEWORK

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VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.

- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.

- The CTE course and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSOs)
- Curriculum Framework
- CTE Assessments:
    - Workplace Readiness Skills Assessment
    - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

* Revision 2/20/2019 – Added Performance Indicator 9.1.4 on pages 7 and 9

NEVADA DEPARTMENT OF EDUCATION

CURRICULUM FRAMEWORK FOR

COMMUNITY HEALTH SCIENCE

PROGRAM INFORMATION

Program Title:	Community Health Science
State Skill Standards:	Health Science I & II
	Community Health Science
Standards Reference Code:	CHS
Career Cluster:	Health Science
Career Pathway:	Biotechnology Research and Development
Program Length:	3 Levels (L1, L2, L3c)
Program Assessments:	Community Health Science
	Workplace Readiness Skills
CTSO:	hosa: future health professionals
Grade Level:	9-12
Industry Certifications:	See Nevada's Approved Certification Listing

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Community Health Science industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Community Health Science
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from http://www.careertech.org/career-clusters/glance/careerclusters.html

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

COMMUNITY HEALTH SCIENCE
Core Course Sequence

COURSE NAME	LEVEL
Health Science I	L1
Health Science II *or* Medical Terminology	L2
Community Health Science	L3C

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

COMMUNITY HEALTH SCIENCE
Core Course Sequence with Complementary Courses

COURSE NAME	LEVEL
Health Science I	L1
Health Science II *or* Medical Terminology	L2
Community Health Science	L3C
Community Health Science Advanced Studies*	AS

*Complementary Courses

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as "soft skills," have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) completion of a CTE course of study in a program area, 2) completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE INFORMATION:

Course Title:	Health Science I
Abbr. Name:	HEALTH SCI 1
Credits:	1
Level:	L1
CIP Code:	51.000
Prerequisite:	None
CTSO:	hosa: future health professionals

COURSE DESCRIPTION:

This course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS:

CONTENT STANDARD 1.0 :	**CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE**
Performance Standard 1.1 :	Demonstrate Knowledge of Human Anatomy and Physiology
Performance Indicators :	1.1.1-1.1.4
Performance Standard 1.2 :	Relate Principles of Anatomy and Physiology to Diagnosis and Treatment
Performance Indicators :	1.2.1-1.2.5
Performance Standard 1.3 :	Apply Mathematics in Healthcare Practice
Performance Indicators :	1.3.1-1.3.7
CONTENT STANDARD 2.0 :	**EXAMINE HEALTHCARE SYSTEMS**
Performance Standard 2.1 :	Evaluate Healthcare Delivery Systems (i.e., Private, Public, Non-Profit, Government)
Performance Indicators :	2.1.1-2.1.7
CONTENT STANDARD 3.0 :	**UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM**
Performance Standard 3.1 :	Perform Duties According to Regulations, Policies, Laws, and Legislated Rights of Clients
Performance Indicators :	3.1.1-3.1.14
Performance Standard 3.2 :	Evaluate the Role of Ethical Issues Impacting Healthcare
Performance Indicators :	3.2.1-3.2.3
Performance Standard 3.3 :	Demonstrate Professional and Ethical Standards Impacting Healthcare
Performance Indicators :	3.3.1-3.3.7
CONTENT STANDARD 4.0 :	**DEMONSTRATE METHODS OF COMMUNICATION IN THE HEALTHCARE SETTING**
Performance Standard 4.1 :	Utilize Appropriate Verbal and Nonverbal Communication Skills
Performance Indicators :	4.1.1-4.1.11
Performance Standard 4.2 :	Utilize Written and Electronic Communication
Performance Indicators :	4.2.1-4.2.5

CONTENT STANDARD 5.0 : **DEMONSTRATE PROFESSIONAL STANDARDS IN THE HEALTHCARE SETTING**

Performance Standard 5.1 : Demonstrate Workplace Readiness Skills

Performance Indicators : 5.1.1-5.1.3

Performance Standard 5.2 : Demonstrate Career Development Skills

Performance Indicators : 5.2.1-5.2.3

CONTENT STANDARD 6.0 :INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE

Performance Standard 6.1 : Describe and Apply Behaviors for Prevention of Diseases and Promotion of Health and Wellness

Performance Indicators : 6.1.1-6.1.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

CONTENT STANDARD 1.0 : **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*:

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator.

CORE COURSE:

RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE INFORMATION:

<u>OPTION A</u>

COURSE TITLE:	**Health Science II**
ABBR. NAME:	**HEALTH SCIENCE II**
CREDITS:	**1**
LEVEL:	**L2**
CIP CODE:	**51.0000**
PREREQUISITE:	**Health Science I**
CTSO:	**hosa: future health professionals**

COURSE DESCRIPTION:

This course is a continuation of Health Science I. This course provides advanced health science students with instruction in advanced techniques and processes. Areas of study include medical ethics, hazardous materials, and safety in the workplace, epidemiology, and green practices in healthcare. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this program, students will be prepared for entry into a medical program at the college level.

TECHNICAL STANDARDS:

CONTENT STANDARD 7.0 :	**UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM**
Performance Standard 7.1 :	Describe Characteristics of an Effective Healthcare Team
Performance Indicators :	7.1.1-7.1.3
Performance Standard 7.2 :	Understand Methods for Building Positive Team Relationships
Performance Indicators :	7.2.1-7.2.6
CONTENT STANDARD 8.0 :	**UNDERSTAND SAFETY PRACTICES**
Performance Standard 8.1 :	Identify Procedures Mandated by Local, State, and Federal Guidelines
Performance Indicators :	8.1.1-8.1.5
Performance Standard 8.2 :	Explain Principles of Infection Control
Performance Indicators :	8.2.1-8.2.6
Performance Standard 8.3 :	Understand Appropriate Safety Techniques
Performance Indicators :	8.3.1-8.3.5
Performance Standard 8.4 :	Understand Emergency Management and Preparedness
Performance Indicators :	8.4.1-8.4.16
CONTENT STANDARD 9.0 :	**APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS**
Performance Standard 9.1 :	Demonstrate Healthcare Skills and Knowledge
Performance Indicators :	9.1.1-9.1.4
Performance Standard 9.2 :	Utilize Appropriate Assessment Tools to Evaluate Individual Situations
Performance Indicators :	9.2.1-9.2.7
Performance Indicators :	3.3.1-3.3.7

CONTENT STANDARD 10.0: IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT

Performance Standard 10.1 : Interpret Records and Files Common to Healthcare

Performance Indicators : 10.1.1-10.1.5

Performance Standard 10.2 : Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information

Performance Indicators : 10.2.1-10.2.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*:

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator.

COURSE INFORMATION:

<u>OPTION B</u>

COURSE TITLE:	**Medical Terminology**
ABBR. NAME:	**MEDICAL TERM**
CREDITS:	**1**
LEVEL:	**L2**
CIP CODE:	**51.0899**
PREREQUISITE:	**Health Science I**
CTSO:	**hosa: future health professionals**

COURSE DESCRIPTION:

This course is designed to introduce students to the vocabulary, knowledge, and skills required for entry into health-related occupations. Students receive instruction in the vocabulary of human anatomy and physiology, basic health care skills, first aid, cardiopulmonary resuscitation (CPR), and healthcare practices. Students' medical, ethical, and legal responsibilities pertaining to future careers in the health field will be integrated into the course. Students will also be introduced to health-related occupational skills required in the world of work.

TECHNICAL STANDARDS:

CONTENT STANDARD 7.0 :	**UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM**
Performance Standard 7.1 :	Describe Characteristics of an Effective Healthcare Team
Performance Indicators :	7.1.1-7.1.3
Performance Standard 7.2 :	Understand Methods for Building Positive Team Relationships
Performance Indicators :	7.2.1-7.2.6
CONTENT STANDARD 8.0 :	**UNDERSTAND SAFETY PRACTICES**
Performance Standard 8.1 :	Identify Procedures Mandated by Local, State, and Federal Guidelines
Performance Indicators :	8.1.1-8.1.5
Performance Standard 8.2 :	Explain Principles of Infection Control
Performance Indicators :	8.2.1-8.2.6
Performance Standard 8.3 :	Understand Appropriate Safety Techniques
Performance Indicators :	8.3.1-8.3.5
Performance Standard 8.4 :	Understand Emergency Management and Preparedness
Performance Indicators :	8.4.1-8.4.16
CONTENT STANDARD 9.0 :	**APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS**
Performance Standard 9.1 :	Demonstrate Healthcare Skills and Knowledge
Performance Indicators :	9.1.1-9.1.4
Performance Standard 9.2 :	Utilize Appropriate Assessment Tools to Evaluate Individual Situations
Performance Indicators :	9.2.1-9.2.7
CONTENT STANDARD 10.0:	**IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT**
Performance Standard 10.1 :	Interpret Records and Files Common to Healthcare
Performance Indicators :	10.1.1-10.1.5
Performance Standard 10.2 :	Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information
Performance Indicators :	10.2.1-10.2.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

CONTENT STANDARD 1.0 :	**DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**
Performance Standard 1.1 :	Demonstrate Personal Qualities and People Skills
Performance Indicators :	1.1.1-1.1.7
Performance Standard 1.2 :	Demonstrate Professional Knowledge and Skills
Performance Indicators :	1.2.1-1.2.10
Performance Standard 1.3 :	Demonstrate Technology Knowledge and Skills
Performance Indicators :	1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*:

English Language Arts:	Reading Standards for Literacy in Science and Technical Subjects
	Writing Standards for Literacy in Science and Technical Subjects
	Speaking and Listening
Mathematics:	Mathematical Practices
	Geometry-Congruence
	Geometry-Circles
Science:	Nature of Science
	Physical Science
	Life Science
	Earth and Space

* Refer to the Health Science I & II Standards for alignment by performance indicator.

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE INFORMATION:

COURSE TITLE:	**Community Health Science**
ABBR. NAME:	**CMTY HEALTH SCI**
CREDITS:	**1**
LEVEL:	**L3C**
CIP CODE:	**51.2208**
PREREQUISITE:	**Health Science II *or* Medical Terminology**
PROGRAM ASSESSMENTS:	**Community Health Science**
	Workplace Readiness Skills
CTSO:	**hosa: future health professionals**

COURSE DESCRIPTION:

This course is designed to provide students with the knowledge and skills required for entry into the healthcare field. The course is designed to provide students with knowledge and skills required for entry into the healthcare field area of study that includes community health worker, biostatistics, epidemiology, public health, substance abuse, personal health, cellular and molecular biology, and environmental health. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

TECHNICAL STANDARDS:

CONTENT STANDARD 1.0 :	**DEVELOP PERSONAL HEALTH AND WELLNESS**
Performance Standard 1.1 :	Categorize Dimensions of Wellness
Performance Indicators :	1.1.1-1.1.2
Performance Standard 1.2 :	Apply concepts of Personal Health—Assessment, Professionalism, and Self-Care
Performance Indicators :	1.2.1-1.2.6
CONTENT STANDARD 2.0 :	**RESEARCH PUBLIC HEALTH BIOLOGY**
Performance Standard 2.1 :	Apply Biological Principles and Pathophysiology
Performance Indicators :	2.1.1-2.1.3
Performance Standard 2.2 :	Assess the Public Health Burden
Performance Indicators :	2.2.1
Performance Standard 2.3 :	Evaluate Biological Basis of Disease Prevention
Performance Indicators :	2.3.1-2.3.4
CONTENT STANDARD 3.0 :	**IDENTIFY PATTERNS OF SOCIAL AND BEHAVIORAL HEALTH**
Performance Standard 3.1 :	Understand the Physical, Emotional, and Developmental Stages of the Life Cycle
Performance Indicators :	3.1.1-3.1.4

Performance Standard 3.2 :	Outline Health Profiles for Age Groups—Infant, Children, Adolescents, Adults, and the Elderly
Performance Indicators :	3.2.1-3.2.4
Performance Standard 3.3 :	Understand Mental Health and Mental Disorders
Performance Indicators :	3.3.1-3.3.4
Performance Standard 3.4 :	Examine Alcohol, Tobacco, and Other Drugs of Abuse (Addiction)
Performance Indicators :	3.4.1-3.4.4
CONTENT STANDARD 4.0 :	**EXPLORE ENVIRONMENTAL HEALTH**
Performance Standard 4.1 :	Understand Environmental Health and Justice
Performance Indicators :	4.1.1-4.1.5
Performance Standard 4.2 :	Classify Air Quality, Water, Sanitation, and Hygiene
Performance Indicators :	4.2.1-4.2.4
CONTENT STANDARD 5.0 :	**APPLY CONCEPTS OF EPIDEMIOLOGY**
Performance Standard 5.1 :	Classify and Describe Epidemiological Terms
Performance Indicators :	5.1.1-5.1.7
Performance Standard 5.2 :	Investigate Disease Outbreaks
Performance Indicators :	5.2.1-5.2.3
Performance Standard 5.3 :	Calculate, Analyze, and Interpret Epidemiological Data
Performance Indicators :	5.3.1-5.3.5
CONTENT STANDARD 6.0 :	**EXPLORE BIOSTATISTICS**
Performance Standard 6.1 :	Define and Demonstrate Measurement Scales and Errors
Performance Indicators :	6.1.1-6.1.2
Performance Standard 6.2 :	Discuss and Apply Study Design Concepts
Performance Indicators :	6.2.1-6.2.3
Performance Standard 6.3 :	Visually Explore and Summarize Data
Performance Indicators :	6.3.1-6.3.3
Performance Standard 6.4 :	Explore the Components of Distributions
Performance Indicators :	6.4.1-6.4.5
Performance Standard 6.5 :	Conduct and Interpret Hypotheses Tests
Performance Indicators :	6.5.1-6.5.7
Performance Standard 6.6 :	Investigate Confidence Intervals
Performance Indicators :	6.6.1-6.6.2
Performance Standard 6.7 :	Calculate and Interpret Relative Risks and Odds Ratios
Performance Indicators :	6.7.1-6.7.3
CONTENT STANDARD 7.0 :	**UNDERSTAND THE PRINCIPLES OF ADMINISTRATION AND POLICY**
Performance Standard 7.1 :	Recognize Ethical Responsibilities
Performance Indicators :	7.1.1-7.1.3
Performance Standard 7.2 :	Analyze the Role of Health Administration and Management
Performance Indicators :	7.2.1-7.2.8
Performance Standard 7.3 :	Demonstrate and Understand Program Planning, Implementation, and Evaluation
Performance Indicators :	7.3.1-7.3.5

Performance Standard 7.4 : Investigate Policy and Healthcare Systems

Performance Indicators : 7.4.1-7.4.7

CONTENT STANDARD 8.0 :   **EXPLORE SOCIAL JUSTICE**

Performance Standard 8.1 : Recognize Diversity and Culture

Performance Indicators : 8.1.1-8.1.4

Performance Standard 8.2 : Understand Disparities

Performance Indicators : 8.2.1-8.2.6

Performance Standard 8.3 : Identify Risk, Protective Factors, and Determinants

Performance Indicators : 8.3.1-8.3.2

Performance Standard 8.4 : Evaluate Self-Sufficiency and Advocacy

Performance Indicators : 8.4.1-8.4.2

Performance Standard 8.5 : Synthesize Community and Individual Assessments

Performance Indicators : 8.5.1-8.5.4

Performance Standard 8.6 : Examine Equity and Inclusion

Performance Indicators : 8.6.1-8.6.2

Performance Standard 8.7 : Explore Community Mobilization

Performance Indicators : 8.7.1-8.7.3

CONTENT STANDARD 9.0 :   **CHARACTERIZE COMMUNITIES**

Performance Standard 9.1 : Recognize Underserved Populations

Performance Indicators : 9.1.1-9.1.2

Performance Standard 9.2 : Identify Resources

Performance Indicators : 9.2.1-9.2.4

CONTENT STANDARD 10.0 :   **RECOGNIZE THE IMPORTANCE OF COMMUNICATIONS AND PROFESSIONALISM**

Performance Standard 10.1 : Develop Health Literacy Skills

Performance Indicators : 10.1.1-10.1.4

Performance Standard 10.2 : Summarize Provider and Client Communications

Performance Indicators : 10.2.1-10.2.4

Performance Standard 10.3 : Outline Ethics in Communications and Professionalism

Performance Indicators : 10.3.1-10.3.2

Performance Standard 10.4 : Interpret Psychological Social Assessment

Performance Indicators : 10.4.1

Performance Standard 10.5 : Examine Community Engagement

Performance Indicators : 10.5.1-10.5.3

CONTENT STANDARD 11.0 :   **EXPLORE CAREER DEVELOPMENT**

Performance Standard 11.1 : Investigate Career Choices and Opportunities

Performance Indicators : 11.1.1

Performance Standard 11.2 : Determine Workforce Needs and Pathways

Performance Indicators : 11.2.1-11.2.3

Performance Standard 11.3 : Implement Career Enhancements

Performance Indicators : 11.3.1-11.3.2

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

CONTENT STANDARD 1.0 :	**DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**
Performance Standard 1.1 :	Demonstrate Personal Qualities and People Skills
Performance Indicators :	1.1.1-1.1.7
Performance Standard 1.2 :	Demonstrate Professional Knowledge and Skills
Performance Indicators :	1.2.1-1.2.10
Performance Standard 1.3 :	Demonstrate Technology Knowledge and Skills
Performance Indicators :	1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*:

English Language Arts:	Reading Standards for Literacy in Science and Technical Subjects
	Writing Standards for Literacy in Science and Technical Subjects
	Speaking and Listening
Mathematics:	Mathematical Practices
	Geometry-Congruence
	Geometry-Circles
Science:	Nature of Science
	Physical Science
	Life Science
	Earth and Space

* Refer to the Community Health Science Standards for alignment by performance indicator.

COMPLEMENTARY COURSE(S):

RECOMMENDED STUDENT PERFORMANCE STANDARDS

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE INFORMATION:

COURSE TITLE:	**Community Health Science Advanced Studies**
ABBR. NAME:	**CMTY HEALTH SCI AS**
CREDITS:	**1**
LEVEL:	**AS**
CIP CODE:	**51.2208**
PREREQUISITE:	**Community Health Science**
CTSO:	**hosa: future health professionals**

COURSE DESCRIPTION:

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

TECHNICAL STANDARDS:

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS:

- School-Based Health Care
- Public Health Entomology
- Aging Disabilities
- Social Work