

Emergency Medical Technician Supplemental Program Resources



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Introduction

This document provides supplemental information for the Emergency Medical Technician program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Emergency Medical Technician program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Emergency Medical Technician standards for the Health Science program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Emergency Medical Technician



The Emergency Medical Technician program provides students with an introduction to emergency medical technician techniques and processes. The program provides the primary skills and knowledge for the pre-hospital emergency medical provider. It includes area of study in legalities, trauma and medical assessment, documentation, patient care, and basic life support.

Health Science Career Cluster

This career cluster is focused on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Postsecondary Options

Secondary

- Certificate of Skills Attainment CPR/First Aid

Certificate/License

- EMT Basic (TMCC, CSN, WNC, GBC, REMSA)

Associate’s Degree

- Applied Science (WNC)
- Paramedic Medicine (CSN)
- Emergency Medical Technician (TMCC)

Bachelor’s Degree

- Biological Science (UNLV, UNR, TMCC, CSN, WNC)
- Emergency Management and Homeland Security (TMCC CSN)

Master’s/Doctoral Degree

- Biological Science (UNLV, UNR)
- Emergency Nurse Practitioner (UNLV)
- Physician Assistant (UNR, Touro)



For additional information on this cluster, please contact:

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Website: <https://doe.nv.gov/cte/>

Approved Courses

- Principles of Health Science
- Emergency Medical Technician

Complementary Courses

- Emergency Medical Technician Lab
- Emergency Medical Technician Advanced Studies
- CTE Work Experience – Health Science
- Industry-Recognized Credential – Emergency Medical Technician

Work-Based Learning Opportunities

- Job Shadowing / Internship / Work Experience / Career Days / Career Fairs / Field Trips / Guest Speakers

Career and Technical Student Organization

HOSA: Future Health Professionals



State Recognized Industry Certifications

Refer to the Governor’s Office of Workforce Innovation’s

[Nevada Industry Recognized Credential List](#)

Aligned to Industry

Occupation	Median Wage Per year	Annual Openings	% Growth
EMT	\$36,690	20,000	101%
Paramedic	\$49,500	96,510	107%
Emergency Physician	\$208,000	23,800	3.0%
Emergency Room Nurse	\$76,000	203,200	6.0%
Physician Assistant	\$121,530	12,700	28.0%

Source U.S. Bureau of Labor Statistics 2022

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Program Structure for Emergency Medical Technician

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Emergency Medical Technician II course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Principles of Health Science	PRN HEALTH SCI	51.0000	14	002	G	1.00	12	14002G1.0012
R	Emergency Medical Technician	EMER MED TECH	51.0904	14	055	G	1.00	22	14055G1.0022
C	Emergency Medical Technician LAB	EMER MED TECH L	51.0904	14	055	G	1.00	22	14055E1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Emergency Medical Technician Advanced Studies	EMR MED TECH AS	51.0904	14	055	E	1.00	11	14055E1.0011
C	CTE Work Experience-Health Science	WORK EXPER HEALTH	99.0008	14	298	G	1.00	11	14298G1.0011
C	Industry-Recognized Credential – Emergency Medical Technician	IRC EMER MED TECH	51.0904	14	999	E	1.00	11	14999E1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Principles of Health Science

Prerequisite: None

The 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. Students will demonstrate skills in cardiopulmonary resuscitation (CPR) and first aid. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Emergency Medical Technician

Prerequisite: Principles of Health Science

Schools must be approved by the governing State Agency in order to offer this course

This course is a continuation of Principles of Health Science. This course is designed for the student interested in a career in the pre-hospital emergency medical provider field. Areas of study include legal and ethical issues, patient's airway, medical, and trauma assessment, and medical documentation. 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.

Emergency Medical Technician LAB

Prerequisite: Concurrent enrollment in Emergency Medical Technician

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Emergency Medical Technician Advanced Studies

Prerequisite: Completion of Emergency Medical Technician Program of Study

This course is offered to students who have completed all content standards in a program and desire 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.

CTE Work Experience – Health Science

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Industry-Recognized Credential – Emergency Medical Technician

Prerequisite: Completion of Emergency Medical Technician Program of Study

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Emergency Medical Technician Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for an Emergency Medical Technician program.

CTE Classroom Equipment

Total: \$1,360

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$300	\$600
1	Eyewash Station	\$300	\$300
2	Fire Extinguisher	\$130	\$260
1	Sink with Soap Dispenser	\$100	\$100
1	First Aid Kit	\$100	\$100

Program Equipment

Total: \$86,600

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Wheeled Gurney	\$5,000	\$5,000
2	Airway Manikins	\$1,500	\$1,500
1	12 Lead Electrocardiogram (ECG) Machine	\$1,500	\$1,500
1	Continuous Positive Airway Pressure (CPAP) Machine	\$1,000	\$1,000
1	Stair Chair	\$600	\$600
1	Anatomy Table (Optional)	\$50,000	\$50,000

Instructional Materials

Total: \$3,485

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks (Approved by NDE) CTE Instructional Materials list can be found here .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Basic Life Support Cardiopulmonary Resuscitation (CPR) Instructor Kit	\$110	\$110
25	Basic Life Support Student Manuals	\$15	\$375

Supplemental Program Resources

2022

Instructional Supplies

Total:

\$11,365

	ITEM DESCRIPTION	UNIT	TOTAL
5	Automated External Defibrillator (AED) Trainers	\$300	\$1,500
2	Electrical Suction Units (tips and tubing)	\$300	\$600
2	Femur Traction Devices	\$250	\$500
1	Kendrick Extrication Device	\$165	\$165
2	Long Backboards and Straps	\$135	\$270
2	Manual Suctions	\$125	\$250
5	Rescue Equipment Gear Bags	\$100	\$500
5	Adult CPR Manikins	\$100	\$500
5	Child CPR Manikins	\$100	\$500
5	Infant CPR Manikins	\$90	\$450
5	Nebulizers	\$80	\$400
1	Biohazard Sharps Container	\$25	\$25
10	Adult Bag Valve Masks (BVMs)	\$25	\$250
10	Infant BVMs	\$25	\$250
5	Tourniquets	\$25	\$125
5	Burn Packs	\$20	\$100
5	Obstetric (OB) Kits	\$20	\$100
10	Pairs of Trauma Shears	\$5	\$50
10	Pen Lights	\$5	\$50
10	Bulb Syringes	\$3	\$30
Varies	Oxygen Tanks and Regulators	\$1,000	\$1,000
Varies	Airway Equipment (nasopharyngeal, oropharyngeal, nasal, and non-rebreather)	\$800	\$800
Varies	Simulated Medications (glucose, nasal spray, epinephrine injection, activated charcoal, inhaler)	\$800	\$800
Varies	Stethoscopes and Blood Pressure Cuffs	\$750	\$750
Varies	Personal Protective Equipment (PPE) (gloves, gowns, masks, etc.)	\$500	\$500
Varies	C-spine Equipment (padding, immobilization device)	\$400	\$400
Varies	Bandaging Supplies and Dressings (tape, gauze, etc.)	\$300	\$300
Varies	Splinting Supplies (boards, etc.)	\$200	\$200

Supplemental Program Resources

2022

Other

Total:

\$200

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Basic Life Support CPR Instructor Training	\$200	\$200

Category Totals:

Classroom Equipment	\$1,360
Program Equipment	\$86,600
Instructional Materials	\$3,485
Instructional Supplies	\$11,365
Other	\$200
Estimated Program Total	\$103,010

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Emergency Medical Technician Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Emergency Medical Technician program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Emergency Medical Technician Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Emergency Medical Technician program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Emergency Medical Technician Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Emergency Medical Technician program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Emergency Medical Technician Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Emergency Medical Technician program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Emergency Medical Technician Standards are crosswalked to the Health Science Career Cluster™ and the Diagnostics Services Career Pathway, and the Therapeutic Services Career Pathway.

Crosswalk of Emergency Medical Technician Program of Study Standards
and the Nevada Academic Content Standards

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2.4.1
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2

English Language Arts: Reading Standards for Informational Text

Nevada Academic Content Standards		Performance Indicators
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	7.2.2
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	2.2.1

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

Nevada academic content standards		Performance Indicators
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	8.3.2
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	9.11.1
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	10.1.2
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	8.1.1

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	7.2.2, 9.1.4
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2, 7.2.2
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	2.3.2
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	7.2.2, 8.2.2
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	2.3.1, 3.2.1
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2, 2.2.4, 5.1.2 7.1.3, 9.1.6, 9.1.8
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	2.4.2

English Language Arts: Writing Standards

Nevada Academic Content Standards		Performance Indicators
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	2.2.3
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	2.1.3
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	4.1.1
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	5.1.3
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	2.1.2

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

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	6.2.4
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2, 5.1.2, 7.1.3
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	5.1.1

Math: Algebra – Seeing Structure in Expressions

Nevada Academic Content Standards		Performance Indicators
AREI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	3.1.1

Math: Algebra- Reasoning with Equations and Inequalities

Nevada Academic Content Standards		Performance Indicators
ASSE.A.1	Interpret expressions that represent a quantity in terms of its context.	3.1.2

Math: Functions- Interpreting Functions

Nevada Academic Content Standards		Performance Indicators
FIF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	2.2.3

Math: Number & Quantity - Quantities

Nevada Academic Content Standards		Performance Indicators
NQ.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	2.2.2

Science: Structure and Function (LS1)

Nevada Academic Content Standards		Performance Indicators
HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	9.5.1
HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	9.5.2

Science: Biological Evolution: Unity and Diversity (LS4)

Nevada Academic Content Standards		Performance Indicators
HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	9.9.4

Alignment of Emergency Medical Technician Standards and the Mathematical Practices

Mathematical Practices	Emergency Medical Technician Performance Indicators
1. Make sense of problems and persevere in solving them.	2.2.1-2.2.4 3.1.1-3.1.3 4.1.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
2. Reason abstractly and quantitatively.	2.1.3; 2.2.1-2.2.4 3.1.1-3.1.2 4.1.1-4.1.3 6.2.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
3. Construct viable arguments and critique the reasoning of others.	2.2.1; 2.4.1-2.4.3 3.2.1-3.2.4 7.1.1-7.1.3; 7.2.2 8.2.1-8.2.4
4. Model with mathematics.	2.2.2-2.2.3 9.3.2; 9.4.2; 9.5.2; 9.7.2-9.7.9; 9.8.2; 9.10.1
5. Use appropriate tools strategically.	5.1.4 6.1.4; 6.2.2 9.1.5; 9.7.4-9.7.9
6. Attend to precision.	2.2.2-2.2.3 9.3.2; 9.4.2; 9.5.2; 9.7.2-9.7.9; 9.8.2; 9.10.1
7. Look for and make use of structure.	9.2.1-9.2.2; 9.3.1-9.3.3; 9.4.2-9.4.3; 9.5.1-9.5.2; 9.7.2-9.7.9 9.9.3
8. Look for and express regularity in repeated reasoning.	

Alignment of Emergency Medical Technician Standards and the Science and Engineering Practices

Science and Engineering Practices	Emergency Medical Technician Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.2.1-2.2.4 3.1.1-3.1.3 4.1.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
2. Developing and using models.	2.2.2-2.2.3 9.3.2; 9.4.2; 9.5.2; 9.7.2-9.7.9; 9.8.2; 9.10.1
3. Planning and carrying out investigations.	2.1.3 3.1.2-3.1.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
4. Analyzing and interpreting data.	2.1.3; 2.2.1-2.2.4 3.1.1-3.1.2 4.1.1-4.1.3 6.2.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
5. Using mathematics and computational thinking.	2.1.3; 2.2.1-2.2.4 3.1.1-3.1.2 4.1.1-4.1.3 6.2.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
6. Constructing explanations (for science) and designing solutions (for engineering).	2.2.1; 2.4.1-2.4.3 3.2.1-3.2.4 7.1.1-7.1.3; 7.2.2 8.2.1-8.2.4
7. Engaging in argument from evidence.	2.2.1; 2.4.1-2.4.3 3.2.1-3.2.4 7.1.1-7.1.3; 7.2.2 8.2.1-8.2.4
8. Obtaining, evaluating, and communicating information.	2.2.1; 2.4.1-2.4.3 3.2.1-3.2.4 7.1.1-7.1.3; 7.2.2 8.2.1-8.2.4

Crosswalks of Emergency Medical Technician Standards and the Common Career Technical Core

Health Science Career Cluster	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	5.1.5 10.1.1-10.1.2
2. Explain the healthcare worker’s role within their department, their organization, and the overall healthcare system	5.1.1-5.1.5
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace	6.1.1-6.1.5
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care	8.1.1-8.1.2 8.3.1-8.3.6
5. Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace.	7.1.1-7.1.3 7.2.1-7.2.3
6. Evaluate accepted ethical practices with respect to cultural, social, and ethnic difference within the healthcare workplace.	7.1.1-7.1.3
Diagnostic Services Career Pathway	Performance Indicators
1. Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.	2.4.1-2.4.3 8.2.1; 9.1.4-9.1.8
2. Assess and report patient’s/client’s health status in order to monitor and document patient progress.	5.1.4 9.1.5, 9.1.7
3. Demonstrate the principles of body mechanics for positioning, transferring, and transporting of patients/clients, and perform them without injury to the patient/client or self.	9.7.2-9.7.9 9.9.6; 9.10.1; 9.11.5
4. Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.	2.2.1; 2.3.1-2.3.2 2.4.1-2.4.3
5. Select, demonstrate, and interpret diagnostic procedures	
Therapeutic Services Career Pathway	Performance Indicators
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	2.2.4; 2.3.1-2.3.2 2.4.1-2.4.3
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	2.2.4; 2.3.1-2.3.2 2.4.1-2.4.3
3. Utilize processes for assessing, monitoring, and reporting patient’s/client’s health status to the treatment team within protocol and scope of practice.	2.2.1; 2.3.1-2.3.2 2.4.1-2.4.3; 5.1.4 9.1.5, 9.1.7
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.	