RESPIRATORY SCIENCE CURRICULUM FRAMEWORK

This document was prepared by:

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

NEVADA DEPARTMENT OF EDUCATION

CURRICULUM FRAMEWORK FOR

RESPIRATORY SCIENCE

PROGRAM INFORMATION

Program Title:	**Respiratory Science**
State Skill Standards:	**Respiratory Science**
Standards Reference Code:	**RPSCI**
Career Cluster:	**Health Science**
Career Pathway:	**Therapeutic Services**
Program Length:	**3 Levels (L1, L2, L3C)**
Program Assessments:	**Respiratory 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 Respiratory Science industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Respiratory 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

PROGRAM OF STUDY

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.

RESPIRATORY SCIENCE

Core Course Sequence

COURSE NAME	LEVEL
Respiratory Science I	L1
Respiratory Science II	L2
Respiratory Science III	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.

RESPIRATORY SCIENCE

Core Course Sequence with Complementary Courses

COURSE NAME	LEVEL
Respiratory Science I	L1
Respiratory Science II	L2
Respiratory Science III	L3C
Respiratory 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:	**Respiratory Science I**
Abbr. Name:	**RESP SCI I**
Credits:	**1**
Level:	**L1**
CIP Code:	**51.0908**
Prerequisite:	**None**
CTSO:	**HOSA– Future Health Professionals**

COURSE DESCRIPTION:

This course provides students with the principles of respiratory science. Areas of emphasis include medical terminology, communication in the healthcare setting, anatomy and physiology, medical math, and applied respiratory science. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS:

CONTENT STANDARD 1.0 :	**UNDERSTAND MEDICAL TERMINOLOGY**
Performance Standard 1.1 :	Demonstrate Knowledge of Medical Terminology
Performance Indicators :	1.1.1-1.1.6
Performance Standard 1.2 :	Identify and Utilize Acronyms and Abbreviations
Performance Indicators :	1.2.1-1.2.4
Performance Standard 1.3 :	Differentiate Technical Units of Measure
Performance Indicators :	1.3.1-1.3.2
CONTENT STANDARD 2.0 :	**DEMONSTRATE METHODS OF COMMUNICATION IN THE HEALTHCARE SETTING**
Performance Standard 2.1 :	Utilize Appropriate Verbal and Nonverbal Communication Skills
Performance Indicators :	2.1.1-2.1.8
Performance Standard 2.2 :	Utilize Written and Electronic Communication
Performance Indicators :	2.2.1-2.2.4
CONTENT STANDARD 3.0 :	**DISCUSS ANATOMY AND PHYSIOLOGY**
Performance Standard 3.1 :	Recall Anatomy
Performance Indicators :	3.1.1-3.1.6
Performance Standard 3.2 :	Apply Concepts of Physiology
Performance Indicators:	3.2.1-3.2.5

CONTENT STANDARD 4.0 :   **UNDERSTAND MATHEMATICS IN HEALTHCARE**

Performance Standard 4.1 :   Apply Mathematics in Healthcare Practice

Performance Indicators :   4.1.1-4.1.5

CONTENT STANDARD 5.0 :   **UNDERSTAND APPLIED RESPIRATORY SCIENCE**

Performance Standard 5.1 :   Apply Microbiology in Healthcare Practice

Performance Indicators :   5.1.1-5.1.4

Performance Standard 5.2 :   Apply Chemistry in Healthcare Practice

Performance Indicators :   5.2.1-5.2.5

Performance Standard 5.3 :   Apply Physics in Healthcare Practice

Performance Indicators :   5.3.1-5.3.8

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 Respiratory Science Standards for alignment by performance indicator.

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE INFORMATION:

COURSE TITLE:	**Respiratory Science II**
ABBR. NAME:	**RESP SCI II**
CREDITS:	**1**
LEVEL:	**L2**
CIP CODE:	**51.0908**
PREREQUISITE:	**Respiratory Science I**
CTSO:	**HOSA– Future Health Professionals**

COURSE DESCRIPTION:

This course is a continuation of Respiratory Science I. This course provides intermediate respiratory science students with instruction in cardiopulmonary anatomy and physiology, roles of the healthcare team, legal and ethical responsibilities, and practices in patient care. The students will continue to develop all skills learned in Respiratory Science I. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS:

CONTENT STANDARD 6.0 :	**UNDERSTAND CARDIOPULMONARY ANATOMY AND PHYSIOLOGY**
Performance Standard 6.1 :	Comprehend Cardiopulmonary Anatomy
Performance Indicators :	6.1.1-6.1.9
Performance Standard 6.2 :	Comprehend Cardiopulmonary Physiology
Performance Indicators :	6.2.1-6.2.11
Performance Standard 6.3 :	Comprehend Cardiopulmonary Pathophysiology
Performance Indicators :	6.3.1-6.3.5
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
Performance Standard 7.3 :	Compare and Contrast Roles and Responsibilities of Various Members of the Healthcare Team
Performance Indicators :	7.3.1-7.3.10
Performance Standard 7.4 :	Differentiate Healthcare Systems
Performance Indicators :	7.4.1-7.4.6

CONTENT STANDARD 8.0 :	UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM
Performance Standard 8.1 :	Perform Duties According to Regulations, Policies and Laws
Performance Indicators :	8.1.1-8.1.10
Performance Standard 8.2 :	Evaluate the Role of Ethical Issues Impacting Healthcare
Performance Indicators :	8.2.1-8.2.3
Performance Standard 8.3 :	Demonstrate Professional and Ethical Standards Impacting Healthcare
Performance Indicators :	8.3.1-8.3.5
CONTENT STANDARD 9.0 :	RECOGNIZE SAFE PRACTICES IN PATIENT CARE
Performance Standard 9.1 :	Describe Infection Control Procedures
Performance Indicators :	9.1.1-9.1.6
Performance Standard 9.2 :	Summarize Safety Practices in Healthcare
Performance Indicators :	9.2.1-9.2.7

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 Respiratory Science Standards for alignment by performance indicator.

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE INFORMATION:

COURSE TITLE:	**Respiratory Science III**
ABBR. NAME:	**RESP SCI III**
CREDITS:	**1**
LEVEL:	**L3C**
CIP CODE:	**51.0908**
PREREQUISITE:	**Respiratory Science II**
PROGRAM ASSESSMENTS:	**RESPIRATORY SCIENCE**
	WORKPLACE READINESS SKILLS
CTSO:	**HOSA– Future Health Professionals**

COURSE DESCRIPTION:

This course is a continuation of Respiratory Science II. This course provides advanced respiratory science students with instruction in patient assessment, technical skills, population proficiencies, and evidence-based medicine. The students will continue to develop all skills learned in Respiratory Science II. 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 10.0 :	**UNDERSTAND PATIENT ASSESSMENT TECHNIQUES AND FINDINGS**
Performance Standard 10.1 :	Obtain Patient Data
Performance Indicators :	10.1.1-10.1.7
Performance Standard 10.2 :	Interpret Patient Assessment
Performance Indicators :	10.2.1-10.2.5
Performance Standard 10.3 :	Draw Conclusions From Patient Assessment
Performance Indicators :	10.3.1-10.3.4
CONTENT STANDARD 11.0 :	**APPLY TECHNICAL SKILLS REQUIRED FOR RESPIRATORY SCIENCE CAREERS**
Performance Standard 11.1 :	Identify Appropriate Tools for Respiratory Science
Performance Indicators :	11.1.1-11.1.5
CONTENT STANDARD 12.0 :	**DISTINGUISH POPULATION PROFICIENCIES**
Performance Standard 12.1 :	Apply Concepts of Population Proficiencies
Performance Indicators :	12.1.1-12.1.3

CONTENT STANDARD 13.0 :   **EXAMINE EVIDENCE- BASED MEDICINE**

Performance Standard 13.1 :   Recognize Quality Respiratory Care

Performance Indicators :   13.1.1-13.1.4

Performance Standard 13.2 :   Apply Evidence-Based Medicine in Respiratory Science

Performance Indicators :   13.2.1-13.2.3

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 Respiratory 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:	**Respiratory Science**
ABBR. NAME:	**RESP SCI AS**
CREDITS:	**1**
LEVEL:	**AS**
CIP CODE:	**51.0908**
PREREQUISITE:	**Respiratory Science III**
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:

- Disease Management
- Critical/Emergency Care
- Neonates/Pediatrics
- Specialty Practice