

**Alignment of One Project from
the American Careers Health Careers Planner
with the Connecticut Curriculum Framework**

SCENARIO 1: MOTORCYCLE CRASH

| Project 1.2: Arterial Blood Gases | |
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| <p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundations:</i> Know the academic subject matter required for proficiency in a particular area.</p> <p><i>Communications:</i> Communicate effectively, both orally and in writing.</p> <p><i>Systems:</i> Understand how individual roles fit into the overall health care environment.</p> <p><i>Employability Skills:</i> Demonstrate key skills and maintain and upgrade those skills as needed.</p> <p><i>Teamwork:</i> Understand the roles and responsibilities of individual members as part of the health care team.</p> | <p>Connecticut Curriculum Standards</p> <p><i>Language Arts (2005 Draft)</i></p> <p><i>Standard 1: Reading and Responding</i></p> <ul style="list-style-type: none"> • Use appropriate strategies before, during and after reading in order to construct meaning. • Interpret, analyze and evaluate text in order to extend understanding and appreciation. • Select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text. • Communicate with others to create interpretations of written, oral and visual texts. <p><i>Standard 3: Communicating with Others</i></p> <ul style="list-style-type: none"> • Use descriptive, narrative, expository, persuasive and poetic modes. • Prepare, publish and/or present work appropriate to audience, purpose and task. <p><i>Standard 4: English Language Conventions</i></p> <ul style="list-style-type: none"> • Use knowledge of language and culture to improve competency in English. • Speak and write using standard language structures and diction appropriate to audience and task. • Use Standard English for composing and revising written text. <p><i>Mathematics (2004 Draft)</i></p> <p><i>Numerical and Proportional Reasoning</i></p> <ul style="list-style-type: none"> • Select and use appropriate estimation and calculation methods to solve problems in a variety of contexts. <p><i>Algebraic Reasoning: Patterns and Functions</i></p> <ul style="list-style-type: none"> • Identify, describe, create and generalize numerical and spatial patterns with tables, graphs, words and symbolic rules. • Judge the reasonableness of the results of symbolic manipulations as related to practical models and authentic contexts. <p><i>Working with Data: Probability and Statistics</i></p> <ul style="list-style-type: none"> • Explore the concepts of conditional probability and independent events in real world contexts. <p style="text-align: right;"><i>(continued)</i></p> |

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| <p>Project 1.2: Arterial Blood Gases</p> | <p>Connecticut Curriculum Standards</p> <p>Science (2004 Draft) <i>Scientific Inquiry, Literacy and Numeracy</i></p> <ul style="list-style-type: none"> • Use mathematical operations to analyze and interpret data and present relationships between variables in appropriate forms. • Communicate about science in different formats, using relevant science vocabulary, supporting evidence and clear logic. <p>Social Studies (1998) <i>Applying History</i></p> <ul style="list-style-type: none"> • Describe relationships between historical subject matter and other subjects, current issues and personal concerns. <p>Health and Safety Education (1998) <i>Injury and Disease Prevention</i></p> <ul style="list-style-type: none"> • Demonstrate skills to avoid, cope with or resolve risky and unsafe situations. <p>Family and Consumer (2002 Draft) <i>Career, Community and Family Connections</i></p> <ul style="list-style-type: none"> • Demonstrate employability skills in community and workplace settings. <p>Technology Education (1998) <i>Problem Solving/Research and Development</i></p> <ul style="list-style-type: none"> • Apply biological materials and processes to solve a problem. <p><i>Leadership</i></p> <ul style="list-style-type: none"> • Present information in a clear, concise and appropriate manner. <p><i>Communications Systems</i></p> <ul style="list-style-type: none"> • Apply accepted design principles of text and graphics to the layout of printed and electronically published materials. |
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