

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
WITH THE NEW YORK STATE LEARNING STANDARDS**

SCENARIO 1: MOTORCYCLE CRASH

Project 1.1: Post-Traumatic Stress Disorder	
<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundations: Know the academic subject matter required for proficiency in a particular area.</i></p> <p><i>Communications: Communicate effectively both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into the overall health care environment.</i></p> <p><i>Employability Skills: Demonstrate key skills and maintain and upgrade those skills as needed.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Health Maintenance Practices: Understand the fundamentals of wellness and the prevention of disease processes.</i></p> <p><i>Information Technology Applications: Use information technology applications appropriate to health care settings.</i></p>	<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Use a combination of techniques to extract salient information from texts. • Present a controlling idea that conveys an individual perspective and insight into the topic. • Use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments and of presentational strategies to influence an audience. <p>Social Studies</p> <p>Standard 4: Economics</p> <ul style="list-style-type: none"> • Present economic information and conclusions in different formats, including graphic presentation, computer models, research reports and oral presentations. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques.

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SCENARIO 1: MOTORCYCLE CRASH *(continued)*

Project 1.1: Post-Traumatic Stress Disorder <i>(continued)</i>	Project 1.2: Arterial Blood Gases
<p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to read or listen to complex information; analyze and convey information confidently and coherently in written or oral form. • Demonstrate the ability to organize and process information and apply skills in new ways. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Understand the current health care system and its impact on health careers. • Communicate information in a variety of formats and media. <p>Health Education</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Evaluate personal and social skills which contribute to health and safety of self and others. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate the ability to access community health services for self and others. • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Apply basic rules of health and safety in a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze a wide range of factors related to managing personal resources to balance obligations to work, family and self. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundations: Know the academic subject matter required for proficiency in a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into the overall health care environment.</i></p> <p><i>Employability Skills: Demonstrate key skills and maintain and upgrade those skills as needed.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p>

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SCENARIO 1: MOTORCYCLE CRASH *(continued)*

<p>Project 1.2: Arterial Blood Gases <i>(continued)</i></p>	
<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts and presentations. • Use a wide range of organizational patterns. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Analyze, interpret and evaluate ideas, information, organization and language of a wide range of general and technical texts across subject areas. <p>Mathematics: Algebra</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Recognize and understand equivalent representations of a problem situation or a mathematical concept. • Use mathematical strategies to reach a conclusion and provide supportive arguments for a conjecture. • Recognize and apply mathematics to situations in the outside world. • Solve algebraic problems arising from situations that involve proportionality/direct variation. • Solve all types of linear equations in one variable. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Use various methods of representing and organizing observations. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. • Explain the biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. 	<p>Science: Chemistry</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Use algebraic representations to describe and compare data. • Use critical thinking skills in the solution of mathematical problems. <p>Standard 4: Process Skills</p> <ul style="list-style-type: none"> • Identify organic reactions. <p>Standard 6: Interconnectedness</p> <ul style="list-style-type: none"> • Describe specific instances of how disturbances might affect a system's equilibrium. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills in school learning, work and personal life. • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to analyze and solve mathematical problems requiring use of multiple skills. <p>Career Majors: (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Identify procedures within the scope of practice and job description and perform them accurately and in a timely fashion.

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SCENARIO 1: MOTORCYCLE CRASH *(continued)*

Project 1.2: Arterial Blood Gases <i>(continued)</i>	Project 1.3: Babinski Test
<p>Health Education Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> Recognize hazardous conditions in the home, school, work place and community and propose solutions to eliminate or reduce them. <p>Family and Consumer Sciences Standard 3: Resource Management</p> <ul style="list-style-type: none"> Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundations: Know the academic subject matter required for proficiency in a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into the overall health care environment.</i></p> <p><i>Employability Skills: Demonstrate key skills and maintain and upgrade those skills as needed.</i></p> <p><i>Ethics: Understand accepted ethical practices.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Technical Skills: Demonstrate skills and knowledge.</i></p>

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SCENARIO 1: MOTORCYCLE CRASH *(continued)*

<p>Project 1.3: Babinski Test <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Make distinctions about the relative value and significance of specific data, facts and ideas. • Evaluate writing strategies and presentational features that affect interpretation of the information. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Monitor and adjust oral and written presentations to have the greatest influence on a particular audience. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Devise ways of making observations to test proposed explanations. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. • Relate processes at the system level to the cellular level in order to explain dynamic equilibrium. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills in school learning, work and personal lives. • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. 	<p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to read, listen and convey information confidently and coherently in written or oral form. • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Communicate information in a variety of formats and media. • Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care. <p>Family and Consumer Sciences</p> <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Develop job skills.
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SCENARIO 1: MOTORCYCLE CRASH *(continued)*

<p>Project 1.4: HIPAA Privacy Act</p>	
<p>National Health Care Cluster Foundation Standards</p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into the overall health care environment.</i></p> <p><i>Employability Skills: Demonstrate key skills and maintain and upgrade those skills as needed.</i></p> <p><i>Legal Responsibilities: Understand legal responsibilities, limitations and implications of actions within the health care delivery setting and perform duties according to regulations, policies, laws and legislated rights of clients.</i></p> <p><i>Ethics: Understand accepted ethical practices.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Information Technology Applications: Use information technology applications required within career specialties.</i></p>	<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts and presentations. • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Use a combination of techniques to extract salient information from texts. • Make distinctions about the relative value and significance of specific data, facts and ideas. • Present a controlling idea that conveys an individual perspective and insight into the topic. • Use standard English skillfully, applying established rules and conventions for presenting information. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Present orally and in writing well-developed analysis of issues, ideas and texts, explaining the rationale and analyzing positions from a variety of perspectives. • Make effective use of details, evidence and arguments and of presentational strategies to influence an audience to adopt a position.

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SCENARIO 1: MOTORCYCLE CRASH *(continued)*

<p>Project 1.4: HIPAA Privacy Act <i>(continued)</i></p> <p>Social Studies Standard 5: Civics, Citizenship and Government</p> <ul style="list-style-type: none"> • Trace the evolution of American values, beliefs and institutions. • Consider the need to respect the rights of others, to respect others' points of view. • Prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria and proposes an action plan to address the issue or resolve the problem. <p>Career Development and Occupational Studies Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills in school learning, work and personal lives. • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to read complex information; analyze it and convey information confidently and coherently in written or oral form. • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Know the importance of performing a role in the health care system in accordance with laws, regulations, policies, ethics and the rights of clients. • Communicate information in a variety of formats and media. 	<p>Health Education Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze how cultural beliefs influence health behaviors and the use of health products and services. <p>Family and Consumer Sciences Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Develop job skills.
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SCENARIO 1: MOTORCYCLE CRASH *(continued)*

Project 1.5: Emergency Room Support Service	
<p>National Health Care Cluster Foundation Standards</p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into the overall health care environment.</i></p> <p><i>Employability Skills: Demonstrate key skills and maintain and upgrade those skills as needed.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p>	<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Support interpretations and decisions about relative significance of information with explicit statement, evidence and appropriate argument. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments and of presentational strategies to influence an audience to adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Make effective use of language and style to connect the message with the audience and context. <p>Standard 5: Technology</p> <ul style="list-style-type: none"> • Identify, locate and use a wide range of information resources and discuss and document through notes and sketches how findings relate to the problem. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills in school learning, work and personal life. • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills using a variety of communication techniques.

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SCENARIO 1: MOTORCYCLE CRASH *(continued)*

Project 1.5: Emergency Room Support Service <i>(continued)</i>	Project 1.6: Brain Anatomy
<p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to read or listen to complex information and analyze to convey information confidently and coherently in written or oral form. • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Know the importance of performing an individual role in the health care system in accordance with laws, regulations, policies, ethics and the rights of clients. • Communicate information in a variety of formats and media. • Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care. • Identify procedures within the scope of practice and job description and perform them accurately and in a timely fashion. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundations: Know the academic subject matter required for proficiency in a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into the overall health care environment.</i></p> <p><i>Employability Skills: Demonstrate key skills and maintain and upgrade those skills as needed.</i></p> <p><i>Information Technology Applications: Use information technology applications required within career specialties.</i></p>

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SCENARIO 1: MOTORCYCLE CRASH *(continued)*

<p>Project 1.6: Brain Anatomy <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts and presentations in subject area courses. • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Make distinctions about the relative value and significance of specific data, facts and ideas. • Make perceptive and well-developed connections to prior knowledge. • Present a controlling idea that conveys an individual perspective and insight into a topic. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Present orally and in writing well-developed analysis of issues, ideas and texts. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Manipulate symbolic representations to explore concepts at an abstract level. • Use dimensional analysis techniques. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Hone ideas through reasoning, library research and discussion with others. • Devise ways of making observations to test proposed explanations. • Carry out a research plan for testing explanations. <p>Standard 4: The Living Environment</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. 	<p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills in school learning, work and personal life. • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills in using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to read or listen to complex information and analyze to convey information confidently and coherently in written or oral form. • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Apply knowledge of technology to identify and solve problems. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Communicate information in a variety of formats and media. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Understand human growth and development throughout the life cycle. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Recognize hazardous conditions in the home, school, work place and community and propose solutions to eliminate or reduce them.
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SCENARIO 1: MOTORCYCLE CRASH *(continued)*

SCENARIO 2: DIABESITY

Project 1.6: Brain Anatomy <i>(continued)</i>	Project 2.1: Nutrition Matters
<p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Use technology and the media to promote positive health messages. <p>Family and Consumer Sciences</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Apply basic rules of health and safety in a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Ethics: Understand accepted ethical practices with respect to cultural, social and ethnic differences within the health care environment.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Health Maintenance Practices: Understand the fundamentals of wellness and the prevention of disease processes.</i></p> <p><i>Information Technology Applications: Use information technology applications required for appropriate health-care applications.</i></p>

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SCENARIO 2: DIABESITY *(continued)*

<p>Project 2.1: Nutrition Matters <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts and presentations in subject area courses. • Make perceptive and well-developed connections to prior knowledge. • Present a controlling idea that conveys an individual perspective and insight into the topic. <p>Standard 3: Critical analysis and evaluation</p> <ul style="list-style-type: none"> • Analyze, interpret and evaluate ideas and information from a wide range of general and technical texts. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Observe and explain patterns to formulate generalizations and conjectures. • Choose an effective approach to solve a problem from a variety of strategies. • Determine information required to solve a problem, choose methods for obtaining the information and define parameters for acceptable solutions. • Use mathematical strategies to reach a conclusion and provide supportive arguments for a conjecture. • Develop, verify and explain an argument, using appropriate mathematical ideas and language. • Represent word problems using standard mathematical notation. • Recognize and apply mathematics to situations in the outside world. 	<p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Elaborate on basic scientific and personal explanations of natural phenomena. <p>Standard 4: The Living Environment</p> <ul style="list-style-type: none"> • Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. • Explain disease as a failure of homeostasis. <p>Science: Chemistry</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Use algebraic representations to describe and compare data. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Identify organic reactions. • Observe and describe transmission of various forms of energy. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills in using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to analyze and solve mathematical problems requiring use of multiple skills. • Demonstrate the ability to organize and process information and apply skills in new ways. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Develop knowledge of optimal health and identify factors that affect health maintenance.
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SCENARIO 2: DIABESITY *(continued)*

Project 2.1: Nutrition Matters <i>(continued)</i>	Project 2.2: Body Mass Index
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Evaluate personal and social skills which contribute to health and safety of self and others. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate how to evaluate health information, products and services for validity and reliability. • Demonstrate advocacy skills in promoting individual, family and community health. <p>Physical Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Know the components of personal wellness. <p>Family and Consumer Sciences</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Apply knowledge of food choices and menus to plan a balanced diet. • Identify ways to meet basic needs of all family members. • Take reasoned action toward reaching personal health goals. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Skills</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Ethics: Understand accepted ethical practices with respect to cultural, social and ethnic differences within the health care environment.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Information Technology Applications: Use information technology applications required for appropriate health-care applications.</i></p>

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SCENARIO 2: DIABESITY *(continued)*

<p>Project 2.2: Body Mass Index <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Synthesize information from diverse sources and identify complexities and discrepancies in the information. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Analyze, interpret and evaluate ideas and information from a wide range of general and technical texts and presentations across subject areas. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects, anticipating listeners' needs and skillfully addressing them. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Recognize that mathematical ideas can be supported by a variety of strategies. • Use mathematical representations to communicate with appropriate accuracy. • Recognize and apply mathematics to situations in the outside world. • Choose the appropriate tools for measurement. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Use various methods of representing and organizing observations and insightfully interpret the organized data. 	<p>Standard 4 Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. • Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills in school learning, work and personal life. • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills in using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to analyze and solve mathematical problems requiring use of multiple skills. • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Develop knowledge of optimal health and identify factors that affect health maintenance. • Communicate information in a variety of formats and media. • Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care.
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SCENARIO 2: DIABESITY *(continued)*

Project 2.2: Body Mass Index <i>(continued)</i>	Project 2.3: A1C and Diabetic Control
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate advocacy skills in promoting individual, family and community health. <p>Physical Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Know the components of personal wellness. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements and job responsibilities of those careers. <p>Family and Consumer Sciences</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Take reasoned action toward reaching personal health goals. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p>

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SCENARIO 2: DIABESITY *(continued)*

<p>Project 2.3: A1C and Diabetic Control <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> Analyze, interpret and evaluate ideas and information from a wide range of general and technical texts and presentations across subject areas. <p>Mathematics Standard 3</p> <ul style="list-style-type: none"> Observe and explain patterns to formulate generalizations and conjectures. Use mathematical strategies to reach a conclusion and provide supportive arguments for a conjecture. Recognize and apply mathematics to situations in the outside world. Recognize and apply mathematical ideas to problem situations that develop outside of mathematics. Construct a histogram, given a set of data. Analyze and interpret a frequency distribution table or histogram. <p>Science: The Living Environment Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> Elaborate on basic scientific and personal explanations of natural phenomena and develop extended mathematical formulations to represent one’s thinking. Use various methods of representing and organizing observations and insightfully interpret the data. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. Explain disease as a failure of homeostasis. Relate process at the system level to the cellular level in order to explain dynamic equilibrium. 	<p>Career Development and Occupational Studies Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> Demonstrate the integration and application of academic and occupational skills in school learning, work and personal life. Use academic knowledge and skills in an occupational context and demonstrate the application of these skills in using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> Use a combination of techniques to analyze and solve mathematical problems requiring use of multiple skills. Demonstrate the ability to organize and process information and apply skills in new ways. Communicate effectively and help others to learn a new skill. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> Apply knowledge/skills acquired in academic subjects to the health care environment. Develop knowledge of optimal health and identify factors that affect health maintenance. Communicate information in a variety of formats and media. Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care. <p>Health Education Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. Evaluate how the multiple influences which affect health decisions and behaviors can be altered.
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SCENARIO 2: DIABESITY *(continued)*

Project 2.3: A1C and Diabetic Control <i>(continued)</i>	Project 2.4: Diagnostic Lab Tests
<p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> Evaluate personal and social skills which contribute to health and safety of self and others. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> Demonstrate advocacy skills in promoting individual, family and community health. <p>Physical Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> Know the components of personal wellness. <p>Family and Consumer Sciences</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> Apply knowledge of food choices and menus to plan a balanced diet for a variety of dietary needs. Identify ways to meet basic needs of all family members. Take reasoned action toward reaching personal health goals. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Information Technology Applications: Use information technology applications required for appropriate health-care applications.</i></p>

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SCENARIO 2: DIABESITY *(continued)*

<p>Project 2.4: Diagnostic Lab Tests <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts in subject area courses. • Support interpretations and decisions about relative significance of information with explicit statement, evidence and appropriate argument. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence an audience to adopt a position. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Recognize when an approximation is more appropriate than an exact answer. • Communicate logical arguments clearly, showing why a result makes sense and why the reasoning is valid. • Determine what can be measured and how, using appropriate methods and formulas. • Devise ways of making observations to test proposed explanations. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Devise ways of making observations to test proposed explanations. • Use various methods of representing and organizing observations and insightfully interpret the organized data. 	<p>Standard 4 Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. • Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. • Explain disease as a failure of homeostasis. • Relate process at the system level to the cellular level in order to explain dynamic equilibrium. <p>Science: Chemistry</p> <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Identify chemical reactions. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills in school learning, work and personal life. • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills in using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Develop knowledge of optimal health and identify factors that affect health maintenance.
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SCENARIO 2: DIABESITY *(continued)*

Project 2.4: Diagnostic Lab Tests <i>(continued)</i>	Project 2.5: Medical Educator
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Take reasoned action toward reaching personal health goals. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p>

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SCENARIO 2: DIABESITY *(continued)*

<p>Project 2.5: Medical Educator <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts in subject area courses. • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Use a combination of techniques to extract salient information from texts. • Write and present research reports on a variety of topics related to all school subjects. • Present a controlling idea that conveys an individual perspective and insight into the topic. • Revise and improve early drafts by restructuring, correcting errors and revising for clarity and effect. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Present orally and in writing well-developed analysis of issues, ideas and texts. • Monitor and adjust oral and written presentations to have the greatest influence on a particular audience. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Elaborate on basic scientific and personal explanations of natural phenomena. • Hone ideas through reasoning, library research and discussion with others, including experts. • Work toward reconciling competing explanations; clarify points of agreement and disagreement. • Develop a written report for public scrutiny that describes proposed explanation, its result and suggestions for further research. 	<p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Demonstrate leadership skills in setting goals, monitoring progress and improving performance. • Communicate effectively and help others to learn a new skill. • Apply knowledge of technology to identify and solve problems. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Understand the current health care system and its impact on health careers. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. • Communicate information in a variety of formats and media.
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SCENARIO 2: DIABESITY *(continued)*

Project 2.5: Medical Educator <i>(continued)</i>	Project 2.6: Health Care Team
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Understand human growth and development throughout the life cycle. • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Evaluate how the multiple influences which affect health decisions and behavior can be altered. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Evaluate personal and social skills which contribute to health and safety of self and others. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate how to evaluate health information, products and services for validity and reliability. • Analyze how cultural beliefs influence health behaviors and the use of health products and services. • Demonstrate the ability to access community health services for self and others. • Use technology and the media to promote positive health messages. • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Take reasoned action toward reaching personal health goals. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Apply basic rules of health and safety to a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Health Maintenance Practices: Understand the fundamentals of wellness and the prevention of disease processes.</i></p> <p><i>Information Technology Applications: Use information technology applications required for appropriate health-care applications.</i></p>

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SCENARIO 2: DIABESITY *(continued)*

<p>Project 2.6: Health Care Team <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts. • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Use a combination of techniques to extract salient information from texts. • Make distinctions about the relative value and significance of specific data, facts and ideas. • Present a controlling idea that conveys an individual perspective and insight into the topic. • Support interpretations and decisions about relative significance of information with explicit statement, evidence and appropriate argument. • Revise and improve early drafts by restructuring, correcting errors and revising for clarity and effect. • Use standard English skillfully, applying established rules and conventions for presenting information. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Present orally and in writing well-developed analysis of issues, ideas and texts. • Monitor and adjust oral and written presentations to have the greatest influence on a particular audience. <p>Science: The Living Environment</p> <p>Standard 4: The Living Environment</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. • Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. • Relate processes at the system level to the cellular level in order to explain dynamic equilibrium. 	<p>Social Studies</p> <p>Standard 5: Civics, Citizenship and Government</p> <ul style="list-style-type: none"> • Consider the need to respect the rights of others, to respect others' points of view. • Participate in school/classroom/community activities that focus on an issue or problem. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Understand the current health care system and its impact on health careers. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Evaluate personal and social skills which contribute to health and safety of self and others.
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SCENARIO 2: DIABESITY *(continued)*

Project 2.6: Health Care Team <i>(continued)</i>	Project 2.7: Biohazardous Waste Material Treatment
<p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate the ability to access community health services for self and others. • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Identify ways to meet basic needs of all family members. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Apply basic rules of health and safety to a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Legal Responsibilities: Understand legal responsibilities, limitations and implications of actions within the health care delivery setting and perform duties according to regulations, policies, laws and legislated rights of clients.</i></p> <p><i>Ethics: Understand accepted ethical practices.</i></p> <p><i>Safety Practices: Understand the existing and potential hazards to clients, co-workers and self.</i></p> <p><i>Health Maintenance Practices: Understand the fundamentals of wellness and the prevention of disease processes.</i></p> <p><i>Technical Skills: Demonstrate knowledge and skills as appropriate.</i></p> <p><i>Information Technology Applications: Use information technology applications required for appropriate health-care applications.</i></p>

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SCENARIO 2: DIABESITY *(continued)*

<p>Project 2.7: Biohazardous Waste Material Treatment <i>(continued)</i></p>	
<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts. • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Use a combination of techniques to extract salient information from texts. • Make distinctions about the relative value and significance of specific data, facts and ideas. • Present a controlling idea that conveys an individual perspective and insight into the topic. • Support interpretations and decisions about relative significance of information with explicit statement, evidence and appropriate argument. • Revise and improve early drafts by restructuring, correcting errors and revising for clarity and effect. • Use standard English skillfully, applying established rules and conventions for presenting information. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Present orally and in writing well-developed analysis of issues, ideas and texts. • Monitor and adjust oral and written presentations to have the greatest influence on a particular audience. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Hone ideas through reasoning, research and discussion. <p>Science: Chemistry</p> <p>Standard 7: Interdisciplinary Problem Solving</p> <ul style="list-style-type: none"> • Analyze science/technology/society problems and issues. 	<p>Social Studies</p> <p>Standard 5: Civics, Citizenship and Government</p> <ul style="list-style-type: none"> • Consider the need to respect the rights of others, to respect others' points of view. • Participate in school/classroom/community activities that focus on an issue or problem. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Understand the current health care system and its impact on health careers. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.

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SCENARIO 2: DIABESITY *(continued)*

Project 2.7: Biohazardous Waste Material Treatment <i>(continued)</i>	Project 2.8: Pancreas and Insulin Research
<p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> Recognize hazardous conditions in the home, school, work place and community and propose solutions to eliminate or reduce them. Evaluate personal and social skills which contribute to health and safety of others. Recognize how individual behavior affects the quality of the environment. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> Apply basic rules of health and safety in a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> Analyze abilities and interests in relation to careers. Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Information Technology Applications: Use information technology applications required for appropriate health-care applications.</i></p>

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SCENARIO 2: DIABESITY *(continued)*

<p>Project 2.8: Pancreas and Insulin Research <i>(continued)</i></p>	
<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts. • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Use a combination of techniques to extract salient information from texts. • Make distinctions about the relative value and significance of specific data, facts and ideas. • Support interpretations and decisions about relative significance of information with explicit statement, evidence and appropriate argument. • Revise and improve early drafts by restructuring, correcting errors and revising for clarity and effect. • Use standard English skillfully, applying established rules and conventions for presenting information. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Present orally and in writing well-developed analysis of issues, ideas and texts. • Monitor and adjust oral and written presentations to have the greatest influence on a particular audience. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Hone ideas through reasoning, research and discussion. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. • Explain disease as a failure of homeostasis. 	<p>Science: Chemistry</p> <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Identify organic reactions. <p>Social Studies</p> <p>Standard 4: Economics</p> <ul style="list-style-type: none"> • Define and apply basic economic concepts such as scarcity, supply/demand, etc. <p>Standard 5: Civics, Citizenship and Government</p> <ul style="list-style-type: none"> • Consider the need to respect the rights of others, to respect others' points of view. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Understand the current health care system and its impact on health careers. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance.

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SCENARIO 2: DIABESITY *(continued)*

SCENARIO 3: STROKE VICTIM

Project 2.8: Pancreas and Insulin Research <i>(continued)</i>	Project 3.1: Barthel Index
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Understand human growth and development throughout the life cycle. • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate how to evaluate health information, products and services for validity and reliability. • Use technology and the media to promote positive health messages. • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p>

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SCENARIO 3: STROKE VICTIM *(continued)*

<p>Project 3.1: Barthel Index <i>(continued)</i></p> <p>New York Learning Standards English Language Arts Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Make distinctions about the relative value and significance of specific data, facts and ideas. • Revise and improve early drafts by restructuring, correcting errors and revising for clarity and effect. • Use standard English skillfully, applying established rules and conventions for presenting information. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Present orally and in writing well-developed analysis of issues, ideas and texts. • Monitor and adjust oral and written presentations to have the greatest influence on a particular audience. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. • Express thoughts and views clearly with attention to the perspectives and voiced concerns of others. <p>Science: The Living Environment Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Work toward reconciling competing explanations; clarify points of agreement and disagreement. • Coordinate explanations at different levels of scale, points of focus and degrees of complexity and specificity. • Develop and present proposals including formal hypotheses to test explanations. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. 	<p>Social Studies Standard 5: Civics, Citizenship and Government</p> <ul style="list-style-type: none"> • Consider the need to respect the rights of others, to respect others' points of view. • Participate in school/classroom/community activities that focus on an issue or problem. <p>Career Development and Occupational Studies Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Use technology to acquire, organize and communicate information. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. • Know the importance of performing a role in the health care system in accordance with laws, regulations, policies, ethics and the rights of clients. • Communicate information in a variety of formats and media. • Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care. <p>Health Education Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.
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**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
WITH THE NEW YORK STATE LEARNING STANDARDS**

SCENARIO 3: STROKE VICTIM *(continued)*

Project 3.1: Barthel Index <i>(continued)</i>	Project 3.2: Clot or Blockage Simulation
<p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Apply basic rules of health and safety to a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Safety Practices: Understand the existing and potential hazards to clients, co-workers and self.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Technical Skills: Demonstrate skills and knowledge as appropriate.</i></p>

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 3: STROKE VICTIM *(continued)*

<p>Project 3.2: Clot or Blockage Simulation <i>(continued)</i></p>	
<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Make perceptive and well-developed connections to prior knowledge. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Present orally and in writing well-developed analysis of issues, ideas and texts. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. • Express thoughts and views clearly with attention to the perspectives and voiced concerns of others. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Apply inductive reasoning in making and supporting mathematical conjectures. • Recognize and apply mathematical ideas to problem situations that develop outside of mathematics. • Use representation as a tool for exploring and understanding mathematical ideas. • Use measurement to provide a major link between the abstractions of mathematics and the real world. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Devise ways of making observations to test proposed explanations. • Use various methods of representing and organizing observations. 	<p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. <p>Science: Chemistry</p> <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Distinguish between chemical and physical changes. • Calculate the heat involved in a phase or temperature change for a given sample of matter. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. • Identify safety hazards in a health care setting and prevent illness or injury through safe work practices. • Communicate information in a variety of formats and media. • Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care.

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 3: STROKE VICTIM *(continued)*

Project 3.2: Clot or Blockage Simulation <i>(continued)</i>	Project 3.3: Cardiovascular System
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate advocacy skills in promoting individual, family and community health. <p>Physical Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Know the components of personal wellness. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements and job responsibilities of those careers. <p>Family and Consumer Sciences</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Take reasoned action toward reaching personal health goals. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Safety Practices: Understand the existing and potential hazards to clients, co-workers and self.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p>

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 3: STROKE VICTIM *(continued)*

<p>Project 3.3: Cardiovascular System <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts Standard 4: Social Interaction</p> <ul style="list-style-type: none"> Engage in conversations and discussions on academic, technical and community subjects. Express thoughts and views clearly with attention to the perspectives and voiced concerns of others. <p>Mathematics Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> Use various means of representing and organizing observations and insightfully interpret the organized data. Choose appropriate tools for measurement. <p>Standard 3</p> <ul style="list-style-type: none"> Recognize and apply mathematical ideas to problem situations that develop outside of mathematics. Use representation as a tool for exploring and understanding mathematical ideas. Use measurement to provide a major link between the abstractions of mathematics and the real world. <p>Science: The Living Environment Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> Devise ways of making observations to test proposed explanations. Use various methods of representing and organizing observations. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> Describe and explain the structures and functions of the human body at different organizational levels. 	<p>Science: Chemistry Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> Apply the conservation of mass to chemical reactions. Some chemical and physical changes can reach equilibrium. <p>Career Development and Occupational Studies Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> Demonstrate the integration and application of academic and occupational skills in school learning, work and personal life. Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> Demonstrate the ability to organize and process information and apply skills in new ways. Communicate effectively and help others to learn a new skill. Use technology to acquire, organize and communicate information by entering, modifying, retrieving and storing data. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> Apply knowledge/skills acquired in academic subjects to the health care environment. Identify safety hazards in a health care setting and prevent illness or injury through safe work practices. Communicate information in a variety of formats and media. Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care.
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**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 3: STROKE VICTIM *(continued)*

Project 3.3: Cardiovascular System <i>(continued)</i>	Project 3.4: Chart in SOAP Format
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate advocacy skills in promoting individual, family and community health. <p>Physical Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Know the components of personal wellness. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements and job responsibilities of those careers. <p>Family and Consumer Sciences</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Take reasoned action toward reaching personal health goals. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Legal Responsibilities: Understand legal responsibilities, limitations and implications of actions within the health care delivery setting and perform duties according to regulations, policies, laws and legislated rights of clients.</i></p> <p><i>Ethics: Understand accepted ethical practices.</i></p>

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 3: STROKE VICTIM *(continued)*

<p>Project 3.4: Chart in SOAP Format <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts. • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Use a combination of techniques to extract salient information from texts. • Use a wide range of organizational patterns to transmit information. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Analyze, interpret and evaluate ideas, information, organization and language of a wide range of general and technical texts. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Devise ways of making observations to test proposed explanations. • Use various methods of representing and organizing observations. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. • Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. <p>Standard 5: Civics, Citizenship and Government</p> <ul style="list-style-type: none"> • Consider the need to respect the rights of others, to respect others' points of view. 	<p>Social Studies</p> <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills in school learning, work and personal life. • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to read and analyze or listen to complex information. • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Use technology to acquire, organize and communicate information by entering, modifying, retrieving and storing data. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge skills acquired in academic subjects to the health care environment. • Understand the current health care system and its impact on health careers. • Communicate information in a variety of formats and media. • Identify procedures within the scope of a job description and perform them accurately and in a timely fashion. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Evaluate personal and social skills which contribute to health and safety of self and others.
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**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 3: STROKE VICTIM *(continued)*

Project 3.4: Chart in SOAP Format <i>(continued)</i>	Project 3.5: Insurance
<p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate how to evaluate health information, products and services for validity and reliability. • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze a wide range of factors related to managing personal resources to balance obligations to work, family and self. • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Legal Responsibilities: Understand legal responsibilities, limitations and implications of actions within the health care delivery setting and perform duties according to regulations, policies, laws and legislated rights of clients.</i></p> <p><i>Ethics: Understand accepted ethical practices.</i></p> <p><i>Information Technology Applications: Use information technology applications required within a career specialty.</i></p>

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SCENARIO 3: STROKE VICTIM *(continued)*

<p>Project 3.5: Insurance <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts. • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Use a combination of techniques to extract salient information from texts. • Use a wide range of organizational patterns to transmit information. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Analyze, interpret and evaluate ideas, information, organization and language of a wide range of general and technical texts. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Use various methods of representing and organizing observations. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. • Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. <p>Social Studies</p> <p>Standard 4: Economics</p> <ul style="list-style-type: none"> • Understand the roles in the economic system of consumers, producers, etc. <p>Standard 5: Civics, Citizenship and Government</p> <ul style="list-style-type: none"> • Consider the need to respect the rights of others, to respect others' points of view. 	<p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills in school learning, work and personal life. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to read and analyze or listen to complex information. • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Use technology to acquire, organize and communicate information by entering, modifying, retrieving and storing data. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge skills acquired in academic subjects to the health care environment. • Understand the current health care system and its impact on health careers. • Communicate information in a variety of formats and media. • Identify procedures within the scope of a job description and perform them accurately and in a timely fashion. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate how to evaluate health information, products and services for validity and reliability.
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**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 3: STROKE VICTIM *(continued)*

Project 3.5: Insurance <i>(continued)</i>	Project 3.6: Materials Management Bid
<p>Family and Consumer Sciences Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze a wide range of factors related to managing personal resources to balance obligations to work, family and self. • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Information Technology Applications: Use information technology applications required within a career specialty.</i></p>

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SCENARIO 3: STROKE VICTIM *(continued)*

Project 3.6: Materials Management Bid <i>(continued)</i>	
<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Analyze, interpret and evaluate ideas, information, organization and language of a wide range of general and technical texts. • Make effective use of details, evidence and arguments to influence an audience to adopt a position. • Monitor and adjust presentations to have the greatest influence on a particular audience. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Observe and explain patterns to formulate generalizations and conjectures. • Determine information required to solve a problem, choose methods for obtaining the information and define parameters for acceptable solutions. • Use mathematical strategies to reach a conclusion and provide supportive arguments for a conjecture. • Develop, verify and explain an argument, using appropriate mathematical ideas and language. • Use mathematical representations to communicate with appropriate accuracy. • Recognize and apply mathematical ideas to problem situations that develop outside of mathematics. • Write algebraic equations or inequalities that represent a situation. 	<p>Social Studies</p> <p>Standard 4: Economics</p> <ul style="list-style-type: none"> • Define and apply basic economic concepts. • Apply a problem-solving model to identify economic problems or issues, generate hypotheses, test hypotheses, investigate and analyze selected data, consider alternative solutions or positions and make decisions about the best solution or position. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills in school learning, work and personal life. • Use academic knowledge and skills in an occupational setting. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to read and analyze or listen to complex information. • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Allocate resources to complete a task. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge skills acquired in academic subjects to the health care environment. • Identify procedures within the scope of a job description and perform them accurately and in a timely fashion. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Evaluate how the multiple influences which affect health decisions and behaviors can be altered.

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SCENARIO 3: STROKE VICTIM *(continued)*

Project 3.6: Materials Management Bid <i>(continued)</i>	Project 3.7: Lipitor and Statin Research
<p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate how to evaluate health information products and services for validity and reliability. • Demonstrate the ability to access community health services for self and others. <p>Family and Consumer Sciences</p> <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze a wide range of factors related to managing personal resources to balance obligations to work, family and self. • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Information Technology Applications: Use information technology applications required within a career specialty.</i></p>

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 3: STROKE VICTIM *(continued)*

Project 3.7: Lipitor and Statin Research <i>(continued)</i>	
<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts. • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Make distinctions about the relative value and significance of specific data, facts and ideas. • Present a controlling idea that conveys an individual perspective and insight into the topic. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Analyze, interpret and evaluate ideas, information, organization and language of a wide range of general and technical texts. • Make effective use of details, evidence and arguments to influence an audience to adopt a position. • Monitor and adjust presentations to have the greatest influence on a particular audience. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Coordinate explanations at different levels of scale, points of focus and degrees of complexity and specificity and recognize the need for such alternative representations of the natural world. • Refine research ideas through investigations. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. • Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. • Explain disease as a failure of homeostasis. 	<p>Science: Chemistry</p> <p>Standard 7: Interdisciplinary Problem Solving</p> <ul style="list-style-type: none"> • Use the knowledge and skills of science and technology to make informed decisions and solve problems. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills in school learning, work and personal life. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to read and analyze or listen to complex information. • Demonstrate the ability to organize and process information and apply skills in new ways. • Apply knowledge of technology to identify and solve problems. • Use technology to acquire, organize and communicate information by entering, modifying, retrieving and storing data. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge skills acquired in academic subjects to the health care environment. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. • Communicate information in a variety of formats and media. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered.

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SCENARIO 3: STROKE VICTIM *(continued)*

SCENARIO 4: WEST NILE VIRUS

Project 3.7: Lipitor and Statin Research <i>(continued)</i>	Project 4.1: Put on a Gown, Mask and Gloves
<p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate how to evaluate health information, products and services for validity and reliability. • Demonstrate advocacy skills in promoting individual family and community health. <p>Family and Consumer Sciences</p> <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Ethics: Understand accepted ethical practice.</i></p> <p><i>Safety Practices: Understand the existing and potential hazards to clients, co-workers and self.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Technical Skills: Demonstrate appropriate skills and knowledge.</i></p> <p><i>Information Technology Applications: Use information technology applications required within a career specialty.</i></p>

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WITH THE NEW YORK STATE LEARNING STANDARDS**

SCENARIO 4: WEST NILE VIRUS *(continued)*

<p>Project 4.1: Put on a Gown, Mask and Gloves <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> Interpret and analyze complex informational texts. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> Engage in conversations and discussions on academic, technical and community subjects. Express thoughts and views clearly with attention to the perspectives and concerns of others. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> Coordinate explanations at different levels of scale, points of focus and degrees of complexity and specificity and recognize the need for such alternative representations of the natural world. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> Describe and explain the structures and functions of the human body at different organizational levels. Explain disease as a failure of homeostasis. <p>Social Studies</p> <p>Standard 5: Civics, Citizenship and Government</p> <ul style="list-style-type: none"> Understand how citizenship includes the exercise of certain personal responsibilities. Consider the need to respect the rights of others. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. 	<p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> Demonstrate the ability to organize and process information and apply skills in new ways. Communicate effectively and help others to learn a new skill. Allocate resources to complete a task. Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> Understand the current health care system and its impact on health careers. Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. Know the importance of performing a role in the health care system in accordance with laws, regulations, policies, ethics and the rights of clients. Identify safety hazards in a health care setting and prevent illness or injury through safe work practices. Communicate information in a variety of formats and media. Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care. Identify procedures within the scope of practice and job description and perform them accurately and in a timely fashion. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.
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**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 4: WEST NILE VIRUS *(continued)*

Project 4.1: Put on a Gown, Mask and Gloves <i>(continued)</i>	Project 4.2: Sedimentation Rate
<p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> Recognize hazardous conditions in the home, school, work place and community and propose solutions to eliminate or reduce them. Recognize how individual behavior affects the quality of the environment. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> Apply basic rules of health and safety in a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> Analyze abilities and interests in relation to careers. Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p>

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 4: WEST NILE VIRUS *(continued)*

<p>Project 4.2: Sedimentation Rate <i>(continued)</i></p>	
<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Use a combination of techniques to extract information from texts. • Present a controlling idea that conveys an individual perspective and insight into the topic. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. • Express thoughts and views clearly with attention to the perspectives and concerns of others. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Make an overall statement, thought to be true, about a new discovery. • Engage in a process that leads to knowing something to be true or false. • Use mathematics to show and understand physical phenomena. • Calculate rates using appropriate units. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Devise ways of making observations to test proposed explanations. • Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus and recording observations as necessary. 	<p>Science: Chemistry</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Measure and record experimental data and use data in calculations. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Identify organic reactions. <p>Standard 6: Interconnectedness; Common Themes</p> <ul style="list-style-type: none"> • Describe specific instances of how disturbances might affect a system's equilibrium and cause the system to become unstable. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Communicate information in a variety of formats and media.

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 4: WEST NILE VIRUS *(continued)*

Project 4.2: Sedimentation Rate <i>(continued)</i>	Project 4.3: Preparing Slides
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate the ability to access community health services for self and others. • Demonstrate advocacy skills in promoting individual, family and community health. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p>

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 4: WEST NILE VIRUS *(continued)*

<p>Project 4.3: Preparing Slides <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Use a combination of techniques to extract information from texts. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. • Express thoughts and views clearly with attention to the perspectives and concerns of others. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Devise ways of making observations to test proposed explanations. • Use various methods of representing and organizing observations. <p>Science: Chemistry</p> <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Compounds can be differentiated by their physical and chemical properties. • Identify organic reactions. <p>Career Development and Occupational Studies</p> <p>Standard 1: Career Development</p> <ul style="list-style-type: none"> • Analyze skills and abilities required in a career option. 	<p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Know the importance of the performing a role in the health care system in accordance with laws, regulations, policies, ethics and the rights of clients. • Communicate information in a variety of formats and media. • Identify procedures within the scope of a job description and perform them accurately and in a timely fashion. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate the ability to access community health services for self and others. • Demonstrate advocacy skills in promoting individual, family and community health.
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**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 4: WEST NILE VIRUS *(continued)*

Project 4.3: Preparing Slides <i>(continued)</i>	Project 4.4: Spread of Viruses
<p>Family and Consumer Sciences Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Safety Practices: Understand the existing and potential hazards to clients, co-workers and self.</i></p> <p><i>Health Maintenance Practices: Understand the fundamentals of wellness and the prevention of disease processes.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p>

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 4: WEST NILE VIRUS *(continued)*

<p>Project 4.4: Spread of Viruses <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. • Express thoughts and views clearly with attention to the perspectives and concerns of others. <p>Mathematics Standard 3</p> <ul style="list-style-type: none"> • Use a variety of problem solving strategies to understand new mathematical content. • Observe and explain patterns to formulate generalizations and conjectures. • Use mathematical strategies to reach a conclusion and provide supportive arguments for a conjecture. • Analyze and solve verbal problems that involve exponential growth and decay. • Solve literal equations for a given variable. • Calculate the probability of a series of dependent events. <p>Science: The Living Environment Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Elaborate on basic scientific and personal explanations of natural phenomena and develop extended visual models and mathematical formulations to represent one’s thinking. <p>Standard 4: Concepts, Principles and Theories.</p> <ul style="list-style-type: none"> • Explain factors that limit growth of individuals and populations • Describe the range of interrelationships of humans with the living and nonliving environment. 	<p>Social Studies Standard 5: Civics, Citizenship and Government</p> <ul style="list-style-type: none"> • Analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs. • Analyze issues at the local, state and national levels and prescribe responses that promote the public interest or general welfare. <p>Career Development and Occupational Studies Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Use academic knowledge and skills in an occupational context and demonstrate the application of these skills by using a variety of communication techniques. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Know the importance of the performing a role in the health care system in accordance with laws, regulations, policies, ethics and the rights of clients. • Communicate information in a variety of formats and media.
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**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 4: WEST NILE VIRUS *(continued)*

Project 4.4: Spread of Viruses <i>(continued)</i>	Project 4.5: Cleaning Procedures and Infection Control
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Recognize hazardous conditions in the home, school, work place and community and propose solutions to eliminate or reduce them. • Recognize how individual behavior affects the quality of the environment. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Apply basic rules of health and safety to a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Ethics: Understand accepted ethical practice.</i></p> <p><i>Safety Practices: Understand the existing and potential hazards to clients, co-workers and self.</i></p> <p><i>Health Maintenance Practices: Understand the fundamentals of wellness and the prevention of disease processes.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p>

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 4: WEST NILE VIRUS *(continued)*

<p>Project 4.5: Cleaning Procedures and Infection Control <i>(cont'd)</i></p>	
<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Make note of patterns and generalizations that result from investigations. • Use mathematics to show and understand physical phenomena. • Calculate rates using appropriate units. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Elaborate on basic scientific and personal explanations of natural phenomena and develop extended visual models and mathematical formulations to represent one's thinking. • Hone ideas through reasoning, library research and discussion with others. • Work toward reconciling competing explanations; clarify points of agreement and disagreement. • Devise ways of making observations to test proposed solutions. 	<p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex systems. • Explain disease as a failure of homeostasis. • Explain factors that limit growth of individuals and populations. <p>Career Development and Occupational Studies</p> <p>Standard 1: Career Development</p> <ul style="list-style-type: none"> • Analyze skills and abilities required in a career option. <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Understand the current health care system and its impact on health careers. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. • Know the importance of performing a role in the health care system in accordance with laws, regulations, policies, ethics and the rights of clients. • Identify safety hazards in a health care setting and prevent illness or injury through safe work practices.

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SCENARIO 4: WEST NILE VIRUS *(continued)*

Project 4.5: Cleaning Procedures and Infection Control <i>(cont'd)</i>	Project 4.6: Cell Behavior
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Recognize hazardous conditions in the home, school, work place and community and propose solutions to eliminate or reduce them. • Recognize how individual behavior affects the quality of the environment. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Apply basic rules of health and safety to a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Information Technology Applications: Demonstrate use of information technology appropriate to health care applications.</i></p>

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SCENARIO 4: WEST NILE VIRUS *(continued)*

<p>Project 4.6: Cell Behavior <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Use a combination of techniques to extract salient information from texts. • Support interpretations and decisions about relative significance of information with explicit statement, evidence and appropriate argument. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Make note of patterns and generalizations that result from investigations. • Use mathematics to show and understand physical phenomena. • Calculate rates using appropriate units. 	<p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Elaborate on basic scientific and personal explanations of natural phenomena and develop extended visual models and mathematical formulations to represent one’s thinking. • Hone ideas through reasoning, library research and discussion with others. • Devise ways of making observations to test proposed solutions. <p>Science: Chemistry</p> <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe the concentration of particles and rates of opposing reactions in an equilibrium system. • Identify examples of physical equilibria as solution equilibrium and phase equilibrium, including the concept that a saturated solution is at equilibrium. <p>Career Development and Occupational Studies</p> <p>Standard 1: Career Development</p> <ul style="list-style-type: none"> • Analyze skills and abilities required in a career option. <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Use technology to acquire, organize and communicate information. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization.
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**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 4: WEST NILE VIRUS *(continued)*

Project 4.6: Cell Behavior <i>(continued)</i>	Project 4.7: Agglutination
<p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Identify procedures within the scope of a job description and perform them accurately and in a timely fashion. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Understand human growth and development throughout the life cycle. • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Safety Practices: Understand the existing and potential hazards to clients, co-workers and self.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p>

**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 4: WEST NILE VIRUS *(continued)*

<p>Project 4.7: Agglutination <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Use a combination of techniques to extract salient information from texts. • Support interpretations and decisions about relative significance of information with explicit statement, evidence and appropriate argument. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Use mathematics to show and understand physical phenomena. • Calculate rates using appropriate units. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Elaborate on basic scientific and personal explanations of natural phenomena and develop extended visual models and mathematical formulations to represent one’s thinking. • Hone ideas through reasoning, library research and discussion with others. • Devise ways of making observations to test proposed solutions. 	<p>Science: Chemistry</p> <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Identify types of chemical reactions. • Identify organic reactions. • Identify examples of physical equilibria as solution equilibrium and phase equilibrium, including the concept that a saturated solution is at equilibrium. <p>Career Development and Occupational Studies</p> <p>Standard 1: Career Development</p> <ul style="list-style-type: none"> • Analyze skills and abilities required in a career option. <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills. • Use academic knowledge and skills in an occupational context. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Use technology to acquire, organize and communicate information. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. • Identify procedures within the scope of a job description and perform them accurately and in a timely fashion.
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**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
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SCENARIO 4: WEST NILE VIRUS *(continued)*

SCENARIO 5: SPORTS INJURY

Project 4.7: Agglutination <i>(continued)</i>	Project 5.1: Physical Therapy Exercises
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Understand human growth and development throughout the life cycle. • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Legal Responsibilities: Understand legal responsibilities, limitations and implications of actions within the health care delivery setting and perform duties according to regulations, policies, laws and legislated rights of clients.</i></p> <p><i>Ethics: Understand accepted ethical practices.</i></p> <p><i>Safety Practices: Understand the existing and potential hazards to clients, co-workers and self.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p>

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SCENARIO 5: SPORTS INJURY *(continued)*

<p>Project 5.1: Physical Therapy Exercises <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Use a combination of techniques to extract salient information from texts. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Use mathematics to show and understand physical phenomena. • Calculate rates using appropriate units. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Hone ideas through reasoning, library research and discussion with others. • Devise ways of making observations to test proposed solutions. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. <p>Career Development and Occupational Studies</p> <p>Standard 1: Career Development</p> <ul style="list-style-type: none"> • Analyze skills and abilities required in a career option. 	<p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills. • Use academic knowledge and skills in an occupational context. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Demonstrate leadership skills in setting goals, monitoring progress and improving performance. • Communicate effectively and help others to learn a new skill. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. • Know the importance of performing a role in the health care system in accordance with laws, regulations, policies, ethics and the rights of clients. • Identify safety hazards in a health care setting and prevent illness or injury through safe work practices. • Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care. • Identify procedures within the scope of a job description and perform them accurately and in a timely fashion.
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SCENARIO 5: SPORTS INJURY *(continued)*

<p>Project 5.1: Physical Therapy Exercises <i>(continued)</i></p>	
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Understand human growth and development throughout the life cycle. • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Recognize hazardous conditions in the home, school, work place and community and propose solutions to eliminate or reduce them. • Evaluate personal and social skills which contribute to health and safety of self and others. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate the ability to access community health services for self and others. • Demonstrate advocacy skills in promoting individual, family and community health. <p>Physical Education</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements and job responsibilities of those careers. 	<p>Family and Consumer Sciences</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Apply basic rules of health and safety to a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills.

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SCENARIO 5: SPORTS INJURY *(continued)*

Project 5.2: Physical Fitness and Conditioning	
<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Ethics: Understand accepted ethical practices.</i></p> <p><i>Safety Practices: Understand the existing and potential hazards to clients, co-workers and self.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Health Maintenance Practices: Understand the fundamentals of wellness and the prevention of disease processes.</i></p> <p><i>Information Technology Applications: Demonstrate use of information technology appropriate to health care applications.</i></p>	<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Use a combination of techniques to extract salient information from texts. • Make perceptive and well developed connections to prior knowledge. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Use mathematics to show and understand physical phenomena. • Calculate rates using appropriate units. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Hone ideas through reasoning, library research and discussion with others. • Devise ways of making observations to test proposed solutions.

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SCENARIO 5: SPORTS INJURY *(continued)*

<p>Project 5.2: Physical Fitness and Conditioning <i>(continued)</i></p>	
<p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. • Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. <p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills. • Use academic knowledge and skills in an occupational context. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Demonstrate leadership skills in setting goals, monitoring progress and improving performance. • Communicate effectively and help others to learn a new skill. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. • Know the importance of performing a role in the health care system in accordance with laws, regulations, policies, ethics and the rights of clients. • Identify safety hazards in a health care setting and prevent illness or injury through safe work practices. • Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care. 	<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Understand human growth and development throughout the life cycle. • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Recognize hazardous conditions in the home, school, work place and community and propose solutions to eliminate or reduce them. • Evaluate personal and social skills which contribute to health and safety of self and others. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate the ability to access community health services for self and others. • Demonstrate advocacy skills in promoting individual, family and community health. <p>Physical Education</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements and job responsibilities of those careers.

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SCENARIO 5: SPORTS INJURY *(continued)*

<p>Project 5.2: Physical Fitness and Conditioning <i>(continued)</i></p>	<p>Project 5.3: Magnetic Concepts as They Relate to Diagnosing with MRI Technology</p>
<p>Family and Consumer Sciences Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Apply basic rules of health and safety to a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Information Technology Applications: Demonstrate use of information technology appropriate to health care applications.</i></p>

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SCENARIO 5: SPORTS INJURY *(continued)*

<p>Project 5.3: Magnetic Concepts as They Relate to Diagnosing with MRI Technology <i>(continued)</i></p>	
<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts. • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Use a combination of techniques to extract salient information from texts. • Make perceptive and well developed connections to prior knowledge. • Present a controlling idea that conveys an individual perspective and insight into the topic. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. <p>Science: Physics</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Clarify ideas through reasoning, research and discussion. <p>Standard 2: Information Systems</p> <ul style="list-style-type: none"> • Use appropriate technology to gather experimental data, develop models and present results. • Access, select and analyze information obtained from a wide range of sources. <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Observe and describe transmission of various forms of energy. • Explain variations in wavelength and frequency in terms of the source of the vibrations that produce them. 	<p>Career Development and Occupational Studies</p> <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills. • Use academic knowledge and skills in an occupational context. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to read complex information and analyze it to convey information confidently and coherently in written or oral form. • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Use technology to acquire, organize and communicate information. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Understand the current health care system and its impact on health careers. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. • Communicate information in a variety of formats and media. • Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.

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SCENARIO 5: SPORTS INJURY *(continued)*

<p>Project 5.3: Magnetic Concepts as They Relate to Diagnosing with MRI Technology <i>(continued)</i></p>	<p>Project 5.4: Pain Scale</p>
<p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate how to evaluate health information, products and services for validity and reliability. • Demonstrate advocacy skills in promoting individual, family and community health. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Identify a variety of career opportunities associated with sports and fitness. <p>Family and Consumer Sciences</p> <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the subject matter required for proficiency within a particular area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Ethics: Understand accepted ethical practices.</i></p> <p><i>Safety Practices: Understand the existing and potential hazards to clients, co-workers and self.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Health Maintenance Practices: Understand the fundamentals of wellness and the prevention of disease processes.</i></p> <p><i>Information Technology Applications: Demonstrate use of information technology appropriate to health care applications.</i></p>

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SCENARIO 5: SPORTS INJURY *(continued)*

<p>Project 5.4: Pain Scale <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Synthesize information from diverse sources and identify complexities and discrepancies in the information. • Use a combination of techniques to extract salient information from texts. • Make perceptive and well developed connections to prior knowledge. • Present a controlling idea that conveys an individual perspective and insight into the topic. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Use mathematics to show and understand physical phenomena. <p>Science: The Living Environment</p> <p>Standard 1: Analysis, Inquiry and Design</p> <ul style="list-style-type: none"> • Hone ideas through reasoning, research and discussion. • Coordinate explanations at different levels of scale, points of focus and degrees of complexity and specificity. • Devise ways of making observations to test proposed explanations. 	<p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. <p>Social Studies</p> <p>Standard 5: Civics, Citizenship and Government</p> <ul style="list-style-type: none"> • Consider the need to respect the rights of others, to respect others' points of view. <p>Career Development and Occupational Studies</p> <p>Standard 1: Career Development</p> <ul style="list-style-type: none"> • Analyze skills and abilities required in a career option. <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills. • Use academic knowledge and skills in an occupational context. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Use technology to acquire, organize and communicate information. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Develop knowledge of the concept of optimal health and identify factors that affect health maintenance. • Interact effectively and sensitively with all other members of the health care team in order to provide high-quality client care.
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SCENARIO 5: SPORTS INJURY *(continued)*

Project 5.4: Pain Scale <i>(continued)</i>	Project 5.5: Budget and Resource Planning
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Evaluate personal and social skills which contribute to health and safety of self and others. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Apply basic rules of health and safety to a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Information Technology Applications: Demonstrate use of information technology appropriate to health care applications.</i></p>

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SCENARIO 5: SPORTS INJURY *(continued)*

<p>Project 5.5: Budget and Resource Planning <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Use a combination of techniques to extract salient information from texts. • Present a controlling idea that conveys an individual perspective and insight into the topic. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Engage in conversations and discussions on academic, technical and community subjects. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Determine information required to solve a problem and define parameters for acceptable solutions. • Interpret solutions within the given constraints of a problem. • Use mathematical strategies to reach a conclusion and provide supportive arguments for a conjecture. • Develop, verify and explain an argument, using appropriate mathematical ideas and language. • Recognize and apply mathematics to situations in the outside world. • Recognize and apply mathematical ideas to problem situations that develop outside of mathematics. • Translate verbal sentences into mathematical equations or inequalities. • Write algebraic equations or inequalities that represent a situation. 	<ul style="list-style-type: none"> • Determine when collected data or display of data may be biased. • Determine empirical probabilities based on specific sample data. <p>Social Studies</p> <p>Standard 4: Economics</p> <ul style="list-style-type: none"> • Understand the nature of scarcity and how choices involve economic and social costs and benefits. • Present economic information and conclusions in different formats. <p>Career Development and Occupational Studies</p> <p>Standard 1: Career Development</p> <ul style="list-style-type: none"> • Analyze skills and abilities required in a career option. <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills. • Use academic knowledge and skills in an occupational context. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to analyze and solve mathematical problems requiring use of multiple skills. • Demonstrate the ability to organize and process information and apply skills in new ways. • Communicate effectively and help others to learn a new skill. • Use technology to acquire, organize and communicate information. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment.
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SCENARIO 5: SPORTS INJURY *(continued)*

Project 5.5: Budget and Resource Planning <i>(continued)</i>	Project 5.6: Biomedical Engineering
<p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> Demonstrate how to evaluate health information, products and services for validity and reliability. Demonstrate the ability to access community health services for self and others. Demonstrate advocacy skills in promoting individual, family and community health. <p>Physical Education</p> <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> Identify a variety of career opportunities associated with sports and fitness. <p>Family and Consumer Sciences</p> <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> Analyze abilities and interests in relation to careers. Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Legal Responsibilities: Understand legal responsibilities, limitations and implications of actions within the health care delivery setting and perform duties according to regulations, policies, laws and legislated rights of clients.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Technical Skills: Demonstrate appropriate skills and knowledge.</i></p>

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SCENARIO 5: SPORTS INJURY *(continued)*

Project 5.6: Biomedical Engineering <i>(continued)</i>	
<p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> Present a controlling idea that conveys an individual perspective and insight into the topic. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> Make effective use of details, evidence and arguments to influence and adopt a position. <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> Engage in conversations and discussions on academic, technical and community subjects. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> Determine information required to solve a problem and define parameters for acceptable solutions. Interpret solutions within the given constraints of a problem. Use mathematical strategies to reach a conclusion and provide supportive arguments for a conjecture. Develop, verify and explain an argument, using appropriate mathematical ideas and language. Recognize and apply mathematics to situations in the outside world. Recognize and apply mathematical ideas to problem situations that develop outside of mathematics. <p>Career Development and Occupational Studies</p> <p>Standard 1: Career Development</p> <ul style="list-style-type: none"> Analyze skills and abilities required in a career option. 	<p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> Demonstrate the integration and application of academic and occupational skills. Use academic knowledge and skills in an occupational context. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> Use a combination of techniques to analyze and solve mathematical problems requiring use of multiple skills. Apply knowledge of technology to identify and solve problems. Allocate resources to complete a task. Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> Apply knowledge/skills acquired in academic subjects to the health care environment. Understand the current health care system and its impact on health careers. Know the importance of performing a role in the health care system in accordance with laws, regulations, policies, ethics and the rights of clients. Identify safety hazards in a health care setting and prevent illness or injury through safe work practices. Communicate information in a variety of formats and media. Interact effectively and sensitively with all other members of the health care team in order to provide high-quality health care. Identify procedures within the scope of a job description and perform them accurately and in a timely fashion. <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> Evaluate how the multiple influences which affect health decisions and behaviors can be altered.

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SCENARIO 5: SPORTS INJURY *(continued)*

Project 5.6: Biomedical Engineering <i>(continued)</i>	Project 5.7: Conditioning Research
<p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> Recognize hazardous conditions in the home, school, work place and community and propose solutions to eliminate or reduce them. Recognize how individual behavior affects the quality of the environment. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> Demonstrate how to evaluate health information, products and services for validity and reliability. Use technology and the media to promote positive health messages. Demonstrate advocacy skills in promoting individual, family and community health. <p>Family and Consumer Sciences</p> <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> Analyze abilities and interests in relation to careers. Develop job skills. 	<p>National Health Care Cluster Foundation Standards</p> <p><i>Academic Foundation: Know the academic subject matter for proficiency within a specific area.</i></p> <p><i>Communications: Communicate effectively, both orally and in writing.</i></p> <p><i>Systems: Understand how individual roles fit into departments, the organization and the overall health-care environment.</i></p> <p><i>Employability Skills: Understand how employability skills enhance employment opportunities and job satisfaction.</i></p> <p><i>Teamwork: Understand the roles and responsibilities of individual members as part of the health care team.</i></p> <p><i>Health Maintenance Practices: Understand the fundamentals of wellness and the prevention of disease processes.</i></p>

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WITH THE NEW YORK STATE LEARNING STANDARDS**

SCENARIO 5: SPORTS INJURY *(continued)*

<p>Project 5.7: Conditioning Research <i>(continued)</i></p> <p>New York Learning Standards</p> <p>English Language Arts</p> <p>Standard 1: Information and Understanding</p> <ul style="list-style-type: none"> • Interpret and analyze complex informational texts and presentations. • Synthesize information from diverse sources. • Use a combination of techniques to extract salient information from texts. • Make distinctions about the relative value and significance of specific data, facts and ideas. • Make perceptive and well developed connections to prior knowledge. • Write and present research reports, feature articles and thesis/support papers on a variety of topics related to all school subjects. • Present a controlling idea that conveys an individual perspective and insight into the topic. • Support interpretations and decisions about relative significance of information with explicit statement, evidence and appropriate argument. <p>Standard 3: Critical Analysis and Evaluation</p> <ul style="list-style-type: none"> • Make effective use of details, evidence and arguments to influence and adopt a position. • Monitor and adjust oral and written presentations to have the greatest influence on a particular audience. <p>Mathematics</p> <p>Standard 3</p> <ul style="list-style-type: none"> • Recognize and apply mathematics to situations in the outside world. 	<p>Science: The Living Environment</p> <p>Standard 4: Concepts, Principles and Theories</p> <ul style="list-style-type: none"> • Describe and explain the structures and functions of the human body at different organizational levels. <p>Career Development and Occupational Studies</p> <p>Standard 1: Career Development</p> <ul style="list-style-type: none"> • Analyze skills and abilities required in a career option. <p>Standard 2: Integrated Learning</p> <ul style="list-style-type: none"> • Demonstrate the integration and application of academic and occupational skills. • Use academic knowledge and skills in an occupational context. <p>Standard 3a: Universal Foundation Skills</p> <ul style="list-style-type: none"> • Use a combination of techniques to read or listen to complex information and analyze it to communicate confidently and coherently in written or oral form. • Demonstrate the ability to organize and process information and apply skills in new ways. • Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization. <p>Standard 3b: Career Majors (Health Services)</p> <ul style="list-style-type: none"> • Apply knowledge/skills acquired in academic subjects to the health care environment. • Understand the current health care system and its impact on health careers. • Know the importance of performing a role in the health care system in accordance with laws, regulations, policies, ethics and the rights of clients. • Identify safety hazards in a health care setting and prevent illness or injury through safe work practices. • Communicate information in a variety of formats and media.
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**ALIGNMENT OF AMERICAN CAREERS HEALTH PLANNER
WITH THE NEW YORK STATE LEARNING STANDARDS**

SCENARIO 5: SPORTS INJURY *(continued)*

<p>Project 5.7: Conditioning Research <i>(continued)</i></p> <p>Health Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Understand human growth and development throughout the life cycle. • Demonstrate the necessary knowledge and skills to promote healthy development into adulthood. • Evaluate how the multiple influences which affect health decisions and behaviors can be altered. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Evaluate personal and social skills which contribute to health and safety of self and others. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Demonstrate how to evaluate health information, products and services for validity and reliability. • Demonstrate the ability to access community health services for self and others. • Demonstrate advocacy skills in promoting individual, family and community health. <p>Physical Education</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Know the components of personal wellness. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Identify a variety of career opportunities associated with sports and fitness. 	<p>Family and Consumer Sciences</p> <p>Standard 1: Personal Health and Fitness</p> <ul style="list-style-type: none"> • Take reasoned action toward reaching personal health goals. <p>Standard 2: A Safe and Healthy Environment</p> <ul style="list-style-type: none"> • Apply basic rules of health and safety to a variety of home and work place situations. <p>Standard 3: Resource Management</p> <ul style="list-style-type: none"> • Analyze abilities and interests in relation to careers. • Develop job skills.
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