MEDICAL ASSISTING STANDARDS

This document was prepared by:

Office of Career, Technical and Adult Education
Nevada Department of Education
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State Board for Career and Technical Education on
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NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

CTE MISSION STATEMENT:

The Office of Career, Technical and Adult Education is dedicated to developing innovative
educational opportunities for students to acquire skills for productive employment and lifelong learning.

NEVADA DEPARTMENT OF EDUCATION

Dale A.R. Erquiaga
Superintendent of Public Instruction

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ACKNOWLEDGEMENTS

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career, Technical and Adult Education at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Medical Assisting.

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Medical Assisting standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Medical Assisting program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Medical Assisting program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Medical Assisting	MA

Example: MA.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Medical Assisting	2	3	4

CONTENT STANDARD 1.0 : UNDERSTANDING THE MEDICAL ASSISTING PROFESSION

PERFORMANCE STANDARD 1.1 : DEFINE MEDICAL TERMINOLOGY

1.1.1	Interpret three-word elements used in medical terms
1.1.2	Define vocabulary for each body system, procedures and processes
1.1.3	Describe accepted abbreviations used in health care
1.1.4	Write using correct medical terminology and abbreviations

PERFORMANCE STANDARD 1.2 : DEMONSTRATE KNOWLEDGE OF HUMAN ANATOMY AND PHYSIOLOGY

1.2.1	Describe major body systems
1.2.2	Explain the structures and functions of body systems
1.2.3	Discuss the impact of disease processes on each body system

PERFORMANCE STANDARD 1.3 : DESCRIBE MEDICAL ASSISTING PROFESSION

1.3.1	Describe the duties and responsibilities of a medical assistant
1.3.2	Explain the personal and professional attributes of a medical assistant
1.3.3	Describe the educational processes for becoming a medical assistant
1.3.4	Describe the elements for certification and registration
1.3.5	Describe the elements for licensure
1.3.6	Explain the professional organizations associated with medical assisting
1.3.7	Analyze employment opportunities for medical assistant

CONTENT STANDARD 2.0 : DESCRIBE GENERAL OPERATIONS IN THE MEDICAL ENVIRONMENT

PERFORMANCE STANDARD 2.1 : IMPLEMENT EFFECTIVE MEDICAL ASSISTANT COMMUNICATION

2.1.1	Describe types of communication
2.1.2	Define effective communication
2.1.3	Analyze elements in the communication process
2.1.4	Describe ways to promote effective transmission of data
2.1.5	Identify barriers and solutions to effective communication
2.1.6	Demonstrate effective communication skills

PERFORMANCE STANDARD 2.2 : IDENTIFY THE HEALTH CARE TEAM

2.2.1	Define the health care team
2.2.2	Identify the members of the health care team
2.2.3	Summarize the duties and responsibilities of the health care team
2.2.4	Model an effective health care team
2.2.5	Describe the medical assistant role in the health care team

PERFORMANCE STANDARD 2.3 : DISCUSS LEGAL AND ETHICAL CONSIDERATIONS

2.3.1	Define federal, state (Nevada Administrative Code and Nevada Revised Statutes), and local laws and regulations governing health care as it pertains to the scope of practice of a medical assistant
2.3.2	Explain standards for Health Insurance Portability and Accountability Act (HIPAA) regulations
2.3.3	Describe industry standards in written and electronic communication and documentation
2.3.4	Explore ethical considerations as applied to the medical assistant
2.3.5	Outline standards for harassment, labor, and employment laws

PERFORMANCE STANDARD 2.4 : MAINTAIN MEDICAL OFFICE SAFETY AND COMPLIANCE

2.4.1	Apply professional standards for body substance isolation and standard precautions
2.4.2	Describe Occupational Safety and Health Administration (OSHA) regulations as they apply to health care
2.4.3	Describe how to comply with quality assurance
2.4.4	Describe National Quality Assurance and Joint Commission on Hospital Accreditation standards as they apply to the medical assistant

PERFORMANCE STANDARD 2.5: EXPLORE DIVERSE PATIENT POPULATIONS AND SENSITIVITY	
2.5.1	Define sensitivity to social differences
2.5.2	Define diverse patient populations
2.5.3	Describe how to recognize and respect diverse patient populations
2.5.4	Demonstrate understanding and display sensitivity to the needs of diverse patient populations
2.5.5	Integrate cultural diversity and sensitivity amongst the health care team

PERFORMANCE STANDARD 2.6 : EXPLORE SPECIAL NEEDS OF THE PATIENTS	
2.6.1	Identify patients with physical, mental, cognitive, and social or other needs as it impacts the delivery of health care
2.6.2	Describe accommodations for patients with special needs
2.6.3	Describe safety issues related to patients with special needs

CONTENT STANDARD 3.0 : UNDERSTAND ADMINISTRATIVE PROCEDURES

PERFORMANCE STANDARD 3.1 : IMPLEMENT COMMUNICATION METHODS

3.1.1	Identify other allied health care professionals associated with patient care
3.1.2	Develop professional telephone techniques and interpersonal skills
3.1.3	Demonstrate appointment scheduling matrix system
3.1.4	Discuss the role of a medical assistant as a liaison between health care provider and patient and other health care providers
3.1.5	Discuss the role of a medical assistant as a patient advocate
3.1.6	Determine available community resources

PERFORMANCE STANDARD 3.2 : IDENTIFY USES OF TECHNOLOGY

3.2.1	Identify and operate basic office equipment
3.2.2	Research and troubleshoot basic office equipment
3.2.3	Discuss Health Insurance Portability and Accountability Act (HIPAA), file storage, communication, and security measures
3.2.4	Demonstrate appropriate use of social media in the medical field
3.2.5	Discuss workplace operations and security
3.2.6	Discuss medical record organization and storage
3.2.7	Describe operations and use of equipment to be used by medical assistants

PERFORMANCE STANDARD 3.3 : UNDERSTANDING THE MEDICAL INSURANCE PROCESS

3.3.1	Identify different types of health care insurance coverage
3.3.2	Define common insurance terminology
3.3.3	Summarize billing, claims, processing, and fee schedules
3.3.4	Describe patient co-pays and deductibles
3.3.5	Prepare and process posting patient charges, super bill, route slip, encounter form, and claim form
3.3.6	Identify and assign appropriate International Classification of Diseases (ICD) and CPT codes

PERFORMANCE STANDARD 3.4 : UNDERSTANDING ACCOUNTING PRACTICES

3.4.1	Describe collection laws
3.4.2	Calculate and process balance sheets, day sheets, and ledger sheets
3.4.3	Calculate and process deposits, payroll, accounts receivable, accounts payable, and adjustments

CONTENT STANDARD 4.0 : UNDERSTANDING CLINICAL PROCEDURES

PERFORMANCE STANDARD 4.1 : IMPLEMENT ASEPTIC AND INFECTION CONTROL PROCEDURES

4.1.1	Describe the chain of infection
4.1.2	Apply aseptic and infection control measures
4.1.3	Differentiate between surgical and medical aseptic procedures
4.1.4	Define standard precautions
4.1.5	Demonstrate standard precautions procedures
4.1.6	Identify the regulations of Center for Disease Control (CDC) including Bloodborne Pathogen Standards
4.1.7	Outline procedures for biohazard and waste disposal

PERFORMANCE STANDARD 4.2 : EXPLAIN THE PATIENT HISTORY AND DOCUMENTATION PROCESS

4.2.1	Identify components of a comprehensive medical history
4.2.2	Utilize and demonstrate appropriate interviewing skills
4.2.3	Obtain a comprehensive medical history
4.2.4	Differentiate between charting methods
4.2.5	Apply accurate documentation on medical records
4.2.6	Recognize and implement legal documentation guidelines of medical records
4.2.7	Report and document changes in patient status

PERFORMANCE STANDARD 4.3 : UNDERSTAND AND MEASURE VITAL SIGNS

4.3.1	Define vital signs
4.3.2	Explain why vital signs are measured
4.3.3	Summarize the normal ranges and characteristics of each vital sign
4.3.4	Describe factors influencing vital signs
4.3.5	Describe procedures for measuring vital signs
4.3.6	Practice vital sign measurements
4.3.7	Report and document vital signs
4.3.8	Compute conversions between different measurement systems

PERFORMANCE STANDARD 4.4 : ASSISTING WITH THE PHYSICAL EXAMINATION PROCESS

4.4.1	Identify the purpose and components of a physical examination
4.4.2	Prepare the patient and room for the examination
4.4.3	Follow procedures for patient safety and privacy during examination
4.4.4	Identify the necessary equipment for each examination
4.4.5	Describe the role of the medical assistant during examination
4.4.6	Outline post-examination procedures

	PERFORMANCE STANDARD 4.5 : ASSISTING WITH SPECIALTY EXAMINATIONS AND PROCEDURES
4.5.1	Describe the role of the medical assistant in specialty examinations
4.5.2	Describe the role of the medical assistant with office surgical procedures
4.5.3	Describe the role of the medical assistant with specimen collections and office laboratory procedures
4.5.4	Outline federal, state, and local laboratory regulations and safety procedures
4.5.5	Describe the role of the medical assistant with treatment procedures

	PERFORMANCE STANDARD 4.6 : UNDERSTANDING BASIC PHARMACOLOGY
4.6.1	Identify the medical assistant role in medication and pharmacology
4.6.2	State the purpose of the "Rights" of drug administration
4.6.3	Identify classifications, actions, and use of medications
4.6.4	Calculate medication dosages using various systems of measurement
4.6.5	Identify different routes of medication administrations and delivery systems
4.6.6	Identify and report adverse reactions to medications
4.6.7	Identify the parts of a prescription and prescription writing
4.6.8	Describe prescription refill procedures
4.6.9	Outline duties and responsibilities associated with dispensing and administering medications
4.6.10	Participate in patient education
4.6.11	Identify and report medication administration errors

	PERFORMANCE STANDARD 4.7 : EXPLORE COMPLEMENTARY AND ALTERNATIVE MEDICINE
4.7.1	Research the role of nutrition in patient care
4.7.2	Define complementary and alternative medicine
4.7.3	Outline different types of complementary and alternative medicine
4.7.4	Demonstrate patient education and use of complementary and alternative medicine

CONTENT STANDARD 5.0 : PREPARE FOR MEDICAL OFFICE EMERGENCIES
PERFORMANCE STANDARD 5.1 : RESPONDING TO PATIENT EMERGENCIES

5.1.1	Summarize patient medical emergencies
5.1.2	Discuss patient psychological and behavioral emergencies
5.1.3	Demonstrate medical emergency management as it relates to the medical assistant
5.1.4	Discuss intervention techniques for psychological and behavioral emergencies

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CROSSWALKS AND ALIGNMENTS OF
MEDICAL ASSISTING STANDARDS
AND THE COMMON CORE STATE STANDARDS,
THE NEVADA SCIENCE STANDARDS,
AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Medical Assisting Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Medical Assisting program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Medical Assisting Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Medical Assisting program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Medical Assisting Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Medical Assisting program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Medical Assisting Standards are crosswalked to the Health Science Career Cluster™ and the Therapeutic Services Career Pathway.

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CROSSWALK OF MEDICAL ASSISTING STANDARDS
AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: UNDERSTANDING THE MEDICAL ASSISTING PROFESSION

1.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
1.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	Science: Life Science
	L.12.B.2 — Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.
1.2.3	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.2 — Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	Science: Life Science
	L.12.B.2 — Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.
	L.12.B.3 — Students know disease disrupts the equilibrium that exists in a healthy organism.
1.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.1a — Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.2 — Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL.11-12.4 — Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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1.3.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.3.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.3.7	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT STANDARD 2.0: DESCRIBE GENERAL OPERATIONS IN THE MEDICAL ENVIRONMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.1.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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2.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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2.6.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
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CONTENT STANDARD 3.0: UNDERSTAND ADMINISTRATIVE PROCEDURES

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
3.1.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
3.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
3.2.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
3.2.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

3.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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3.4.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 4.0: UNDERSTANDING CLINICAL PROCEDURES

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
4.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
4.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.3.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

4.4.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.5.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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4.5.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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4.6.4	**Math: Number & Quantity – The Complex Number System**
	NCN.B.6 (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

4.6.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
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CONTENT STANDARD 5.0: PREPARE FOR MEDICAL OFFICE EMERGENCIES

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 — Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 — Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks .
5.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 — Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 — Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ALIGNMENT OF MEDICAL ASSISTING STANDARDS
AND THE COMMON CORE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Medical Assisting Performance Indicators
1. Make sense of problems and persevere in solving them.	4.6.4
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	
6. Attend to precision.	3.4.2, 3.4.3
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

CROSSWALKS OF MEDICAL ASSISTING STANDARDS
AND THE COMMON CAREER TECHNICAL CORE

Health Science Career Cluster™ (HL)	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	1.1.1-1.1.4; 1.2.1-1.2.3 2.1.1-2.1.2
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	1.3.1-1.3.7
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	2.4.1-2.4.4 4.1.1-4.1.7; 4.6.6, 4.6.11 5.1.1-5.1.4
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.	2.1.1-2.1.2; 2.2.1-2.25 2.6.1-2.6.3 4.6.1-4.6.9 5.1.1-5.1.4
5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	2.3.1-2.3.5
6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.	2.3.1-2.3.5 2.5.1-2.5.5; 2.6.1-2.6.3 4.7.2-4.7.4
Therapeutic Services Career Pathway (HL-THR)	**Performance Indicators**
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	2.1.1- 2.1.2 3.1.1-3.1.6
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	2.1.1- 2.1.2 3.1.1-3.1.6
3. Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.	4.2.1-4.2.7; 4.3.1-4.3.8 4.5.1-4.5.5 4.6.11
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.	2.6.1-2.6.3 4.2.1-4.2.7; 4.4.1-4.4.6 4.6.1-4.6.11; 4.7.1