

WISCONSIN STANDARDS FOR **Health Science**



Wisconsin Department of Public Instruction
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Table of Contents

Foreword	iv
Acknowledgments	v
Section I: Wisconsin’s Approach to Academic Standards	1
Purpose of the Document	2
What Are Academic Standards?.....	3
Relating the Academic Standards to All Students	4
Engaging Learners Through Career Readiness	5
Ensuring a Process for Student Success.....	6
Section II: Wisconsin Standards for Health Science	7
Health Science is a Part of Career and Technical Education	8
Building a Foundation of Career Readiness	9
Delivering CTE Through Career Pathways	10
Career Pathway Elements.....	12
Discipline Standards Structure.....	15

Section III: Discipline: Health Science	18
1 – Academic Foundations	19
2 – Communications	23
3 – Systems	26
4 – Employability Skills	29
5 – Legal Responsibilities	33
6 – Ethics	35
7 – Safety Practices	36
8 – Teamwork	40
9 – Health Maintenance Practices	41
10 – Technical Skills	44
11 – Information Technology in Healthcare	46

Foreword



In Spring 2024, I formally adopted the *Wisconsin Standards for Health Science*. This revised set of academic standards provides a foundational framework that identifies what students should know and be able to do in Health Science.

The standards are a result of a concerted effort led by Wisconsin educators and partners who shared their expertise in Health Science and teaching from kindergarten through higher education. The public and the Wisconsin Legislature provided feedback for the writing committee to consider throughout Wisconsin’s academic standards review and revision process.

Health Science is an essential part of a comprehensive PK-12 education for all students and gives Wisconsin students a way to understand and empower themselves and their worlds. The knowledge, skills, and habits of mind gained through Health Science education in Wisconsin schools support the Wisconsin Department of Public Instruction’s vision of engaged learners creating a better Wisconsin together. The *Wisconsin Standards for Health Science* also result in the following:

- Wisconsin students develop deep understandings as curious and capable learners so they may experience joy and confidence in themselves.
- Wisconsin students develop proven practices and content.
- Wisconsin’s students are flexible and use the standards to understand the world and question and critique the world productively.
- Wisconsin’s students have expanded professional opportunities in a wide variety of careers.

The Wisconsin Department of Public Instruction will continue to build on this work to support the implementation of the standards with resources for the field. I am excited to share the *Wisconsin Standards for Health Science*, which aims to build skills, knowledge, and engagement opportunities for all Wisconsin students.

Jill K. Underly, Ph.D.,
State Superintendent

Acknowledgments

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state’s academic standards for Health Science. Thank you to the State Superintendent’s Academic Standards Review Council for their work and guidance through the standards process. A special thanks to the Health Science writers and reviewers for taking on this important project that will shape the classrooms of today and tomorrow. We also wish to thank the many subject matter experts who gave their time to review the draft standards. Your expertise is greatly appreciated. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, a special thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comments and feedback to drafts of these standards.

Wisconsin Standards for Health Science

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Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this document is to improve Health Science education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and community members in understanding, developing, and implementing course offerings and curricula in school districts across Wisconsin.

This publication provides a vision for student success and follows [*The Guiding Principles for Teaching and Learning \(2011\)*](#). In brief, the principles are:

1. Every student has the right to learn.
2. Instruction must be rigorous and relevant.
3. Purposeful assessment drives instruction and affects learning.
4. Learning is a collaborative responsibility.
5. Students bring strengths and experiences to learning.
6. Responsive environments engage learners.

Program leaders will find these standards valuable for making decisions about:

- Program structure and integration
- Curriculum redesign
- Staffing and staff development
- Scheduling and student grouping
- Facility organization
- Learning spaces and materials development
- Resource allocation and accountability
- Collaborative work with other units of the school, district, and community

What Are Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade-level curricula. Implementing standards may require some school districts to upgrade school and district curricula. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference Between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised or adopted by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time and, from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Academic Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the legislature, with further review by the State Superintendent's Academic Standards Review Council. The state superintendent then determines the adoption of the standards.

Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with caregivers, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the *Wisconsin Standards for Health Science* provides a set of important academic standards for school districts to implement. This is connected to a larger vision of engaged learners creating a better Wisconsin together. Academic standards work together with other critical principles and efforts to educate every child to be an engaged learner capable of creating a better Wisconsin together. Here, the vision and Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Academic standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to students with individualized education plans (IEPs), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as a foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals for each student’s developmental progress and demonstration of proficiency. Students with IEPs must be provided with specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Our Vision: Engaged Learners Creating a Better Wisconsin Together

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as an engaged learner guides our beliefs and approaches to education and to creating a better Wisconsin together.

Guided by Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. [The Guiding Principles for Teaching and Learning \(2011\)](#) were drawn from research and provide the touchstone for practices that truly affect the vision of “Engaged learners creating a better Wisconsin together.” When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and, most importantly, remind us of our own beliefs and expectations for students.

Engaging Learners Through Career Readiness

When educators connect their students’ learning to future career opportunities, they begin to engage students in a very personal and powerful way. In addition to career readiness as a strategy to engage learners, it is also a conduit through which every student in Wisconsin, including students with an IEP, can graduate from high school with the knowledge, skills, and abilities needed to be successful in their chosen career pathway. Regardless of the postsecondary path that a graduate pursues immediately after their K-12 education, we believe in preparing all students to be lifelong learners and acknowledge that one’s education and career path are inextricably linked.

The Wisconsin Career Readiness Standards (WCRS) provide the framework for educators to integrate career-readiness skills across all disciplines and at every grade level from K-12. Because people begin to develop interests and biases at an early age, it is important to start integrating WCRS in the elementary grades. By middle school, students may have already developed beliefs about their abilities related to careers. In addition, they may have formed stereotypes about which careers are appropriate for a particular gender, race, or socioeconomic background. Exposing students to careers and helping them develop skills related to careers when they are young is one way to keep students’ minds open to all possibilities.

Implementing the Wisconsin Career Readiness Standards may look different for every teacher, every program, every course, and potentially every unit or lesson. These standards were designed to be naturally and intentionally integrated into other discipline standards. [The Wisconsin Career Readiness Standards can be found here.](#)

Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing the [Framework for Equitable Multi-Level Systems of Supports \(2017\)](#) means providing equitable services, practices, and resources to every learner based on responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multilevel system of support, the standards can help to ensure that every child will graduate prepared for college and career.



Section II

Wisconsin Standards for Health Science

Health Science is a Part of Career and Technical Education

The standards outlined in this document provide an important foundation to prepare individuals for a wide range of careers in Health Science (HS). HS is part of a larger system referred to as career and technical education (CTE). CTE in Wisconsin is both a collection of educational programs or disciplines and a system of preparing students for their careers, colleges, communities, and lives. CTE programs are delivered primarily through six specific disciplines. These include:

- Agriculture, Food, and Natural Resources
- Business and Information Technology
- Family and Consumer Sciences
- Health Science
- Marketing, Management, and Entrepreneurship
- Technology and Engineering

A National Vision for CTE

The National Association of State Directors of Career and Technical Education has developed a bold vision for CTE titled [*“Without Limits: A Shared Vision for the Future of Career Technical Education”*](#) (CTE Without Limits). This vision lays out a cohesive, flexible, and responsive career preparation ecosystem designed to close equity gaps in educational outcomes and workforce readiness and leverage CTE as a catalyst for ensuring each learner can reach success in the career of their choice. Wisconsin supports the five interconnected and equally critical principles:

- Each learner engages in a cohesive, flexible, and responsive career preparation ecosystem.
- Each learner feels welcome in, is supported by, and has the means to succeed in the career preparation ecosystem.
- Each learner skillfully navigates their own career journey.
- Each learner’s skills are counted, valued, and portable.
- Each learner can access CTE without borders. In other words, as learners become increasingly mobile and not place-based, and as more learning and work happens remotely, geographic barriers that limit access and opportunities for learners, particularly those in rural communities, need to be removed.

Wisconsin’s Vision for Career and Technical Education

The Wisconsin vision for career and technical education (CTE) is shaped by Wisconsin practitioners, experts, and the business community and is informed by work at the national level and in other states. The overarching goal of Wisconsin’s vision for CTE is for students to see themselves as confident doers and learners in a career pathway, supporting the department’s vision to be engaged learners fully prepared to create a better Wisconsin together.

Building a Foundation of Career Readiness

As noted in Section I, the Wisconsin Career Readiness Standards (WCRS) capture the knowledge, skills, and abilities that students need to be successful in their chosen career pathway and will lead to workplace success. Because career and technical education (CTE) prepares all students for their future careers, education, and, ultimately, life success, the WCRS is a natural fit for any CTE course. Educators will find many of the WCRS embedded in the HS standards. Here is an example of what WCRS looks like in Health Science:

Wisconsin Career Readiness Standards	Health Science Standards
Career Ready (CAR) WCRS.CAR.4(a).D: Develop job-seeking skills, including interviewing, resume writing, and completing job applications.	Employability Skills (FS4) HS.FS.4.D: Participate in employability preparation activities in order to create a personal portfolio.
Learning Ready (LRN) WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.	Academic Foundations (FS1) HS.FS.1.C: Apply medical mathematics skills as they relate to the practice of healthcare.
Life Ready (LIF) WCRS.LIF.1.B: Manage emotions and behaviors effectively in academic and workplace situations.	Employability Skills (FS4) HS.FS.4.A.a.2: Model professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.

CTE in the Elementary Grades

Another way to build the foundation for career readiness is to expose students to career and technical education in the elementary grades. We encourage elementary educators to intentionally weave appropriate CTE standards into subject areas such as math, science, social studies, and English. Educators will be able to learn more about how to implement the Wisconsin Career Readiness and other CTE standards in elementary grades in a future publication, “Wisconsin’s Guide to K-5 Career Readiness.”

Health Science (HS) has a presence at the elementary grade level, especially related to safety practices and wellness. Knowledge and skills in these areas are grown throughout the elementary curriculum. HS teachers in districts are an excellent resource to assist in the development of curriculum and activities. Teachers can effectively use CTE concepts in instruction and activities to develop foundational skills and also create a connection to the world of work. The leadership of an HS-licensed teacher can support learning at all grade levels to create a continuum of learning from the elementary grades to high school. The collaborative relationship between elementary classroom teachers and HS-licensed teachers ensures students acquire the fundamental skills to be successful in the future.

While there are no Health Science standards specifically written for the elementary grade levels, an introduction to the *Wisconsin Standards for Health Science* may be integrated, as appropriate, by referencing the HS standards beginning level performance indicators by learning progression.

Delivering CTE Through Career Pathways

Through CTE, learners not only gain awareness of various careers but also have opportunities to engage in deeper exploration and preparation through a career pathway. Each pathway—whether health science, agriculture, business, construction, or engineering, to name a few—includes elements of career and technical education that help students develop the knowledge and skills to be successful in the career of their choice.

While there is a national career cluster and pathway framework that serves to organize occupations into 16 clusters and 79 pathways, the term “career pathway” used throughout this document refers to an education and workforce development system approach that enables students to embark on a plan that outlines the education and training opportunities that will help them move toward a career goal.

Elements of CTE that create a career pathway include:

- A sequence of CTE courses that build from introductory to more advanced levels
- Work-based learning experiences
- Career and technical student organizations (CTSOs)
- Dual enrollment or college credit opportunities
- Industry-recognized credentials

Wisconsin schools use the above elements as a framework to engage with stakeholders to provide rich and authentic opportunities and experiences that help students gain knowledge and skills that go beyond the classroom experience.

While schools may independently build their own career pathways, Wisconsin’s regional career pathway (RCP) approach makes the process easier for individual school districts by vetting some of the career pathway components on a regional basis and tailoring pathways to address regional employment needs. Wisconsin’s regional career pathway network covers seven regions—each with its own advisory group of local employers, educational organizations, and economic and workforce development interests.

Partnerships that bring business and educational organizations together are an effective way to ensure that students are gaining practical and up-to-date knowledge and skills necessary to get a jumpstart on a career in their regional industries. Leading employers share direct input on the latest tools, practices, and processes in an industry, while K-12 schools and other educational organizations offer the professional expertise to engage and teach young learners using standards within this document.



Career Pathway Elements

A sequence of CTE courses that build from introductory to more advanced levels

Academic standards define what students should know and be able to do in an area of study. In career and technical education, standards are integrated with technical skill development based on industry standards. A coordinated sequence of two or more academic courses incorporating challenging state standards builds student knowledge, technical skills, and employability skills. The Health Science (HS) standards are designed to allow educators to build these courses from beginning and introductory level content to advanced skills. Furthermore, the HS standards were developed with direct reference to the national standards. The national standards are broad and frame the essential knowledge common across all health professions.

The sequencing of courses in HS fits several different career clusters, most specifically related to:



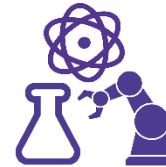
Patient Care



Human Services



**Law, Public Safety,
Corrections, and
Security**



**Science, Technology,
Engineering, and Math**



**Government and
Public Administration**

Work-Based Learning

Work-based learning (WBL) opportunities are employer-connected experiences that allow K-12 students to participate in career awareness, career exploration, and career development. Academic standards serve as the foundation of WBL and allow students to apply knowledge and technical skills to real-world projects and problems alongside professionals. Having students participate in work-based learning is a priority in Wisconsin and is reflected on DPI's School Report Cards and federal (Perkins V) accountability reports. Participation in work-based learning is only calculated if the program meets the following criteria:

1. Involves sustained interactions, either paid or unpaid, with industry or community professionals
 - Sustained = minimum of 90 hours, which can be rotated among employers or positions. The employer is engaged throughout the experience. It can take place in one semester, an entire year, the summer, or even a six-week period.

- Interactions must be more than just observing and include direct communication and involvement with industry or community professionals.
2. Takes place in real workplace settings (as practicable) or simulated environments at an educational institution.
 3. Fosters in-depth, firsthand engagement with the tasks required in a given career.
 4. Aligns with a course (generally speaking, should be a minimum of one semester). It is highly encouraged to provide credit for the work-based learning experience as well as credit for the school-based course.
 5. Must include a training agreement between the student, employer/business, and school that defines the roles and responsibilities of the student, the employer, and the school.
 6. Business and education partners work together to evaluate and supervise the experiences, which must be documented with training or learning plans and evaluation forms.

There are numerous work-based learning programs designed to support student mastery of competencies and also count towards accountability measures. These programs are all outlined in the [Wisconsin Guide to Implementing Career-Based Learning Experiences](#).

In HS, career-based learning can take many forms, including:

- Simulated Worksite
- Internship or Local Co-Op
- State-Certified Employability Skills Co-Op
- State-Certified Youth Apprenticeship
- Health Science - Therapeutic Services, Health Informatics, and Ambulatory/Support Services Pathways
- Science, Technology, Engineering, and Math (STEM) - Science and Math Pathway

Career and Technical Student Organizations

Career and technical student organizations (CTSOs) develop citizenship, technical, leadership, and teamwork skills essential for students who are preparing for the workforce and further education. They enhance students' civic awareness and provide opportunities for developing social competencies and a wholesome attitude about living and working.

Wisconsin has six state and nationally recognized CTSOs that are intracurricular. In other words, they connect directly to the classroom through curriculum, activities, and community resources. All CTSOs include leadership development elements and competitive events where students demonstrate technical and leadership skills. CTSOs prepare young people to become productive citizens and leaders in their communities and their careers. This is done through school activities as well as regional, state, and national leadership conferences and competitions. Students grow and develop through these events and receive recognition for the work they have done and the skills they have developed. CTSOs provide an exceptional extension of CTE instruction. Wisconsin's CTSOs include:



Wisconsin HOSA-Future Health Professionals (HOSA) is affiliated with HOSA-Future Health Professionals, the largest health professions student organization in the world. The mission of HOSA is to empower HOSA-Future Health Professionals to become leaders in the global community through education, collaboration, and experience. The Wisconsin HOSA State Association was chartered in 1978, and the first state conference was held in 1979. Students build skills through HOSA competitions, conferences, and leadership opportunities directly aligned with the *Wisconsin Standards for Health Science*. HOSA offers experiences for middle school, high school, and collegiate members, allowing for growth and exploration to partner with classroom experiences. For more information on HOSA, please visit the Wisconsin HOSA website at www.wihosa.org.

Industry-Recognized Credentials

Industry-recognized credentials (IRCs) are certifications, credentials, or licenses that are vetted by employers and recognize skill attainment needed for recruitment, screening, hiring, retention, advancement, or to mitigate workforce shortages. Earning industry credentials while in high school helps students prove their competence and improve their employment prospects, sometimes immediately after graduation. CTE courses are designed to improve career-based learning, and many IRCs fit perfectly into the curriculum and can be added to the student's resume following certification.

Dual Enrollment and College Credit Opportunities

Dual enrollment includes a variety of programs through which high school students are enrolled simultaneously in both high school and college to earn both high school and college credit. A dual enrollment course can take place at the high school, at a college or university, or through an online or distance course. Local school districts partner with higher education partners to provide training for instructors to offer these courses or avenues for students to participate in courses on campus or online. Successful completion of the coursework by the student will not only gain them a grade toward high school graduation, but also transferable credits for their postsecondary education.

Discipline Standards Structure

The *Wisconsin Standards for Health Science* follow a specific structure:

Standards Formatting

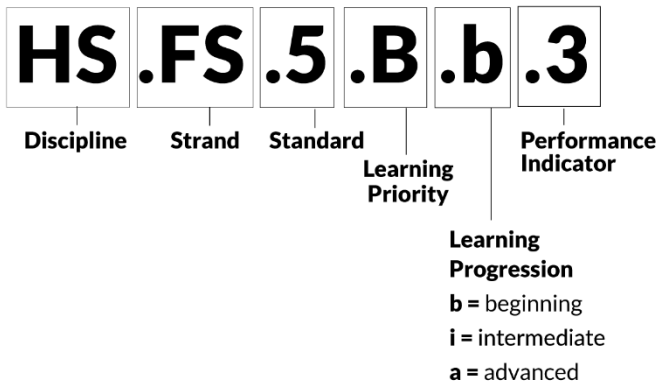
- Discipline: CTE program area
- Strand: Instructional topic within the discipline
- Standard: Broad statement that tells what students are expected to know or be able to do
- Learning Priority: Breaks down the broad statement into manageable learning pieces
- Performance Indicator by Learning Progression: Measurable degree to which a standard has been developed and/or met

Standard Coding

Standard areas for Health Science in this code structure include:

- FS - Foundational Standards
- 1 - Academic Foundations
- 2 - Communications
- 3 - Systems
- 4 - Employability Skills
- 5 - Legal Responsibilities
- 6 - Ethics
- 7 - Safety Practices
- 8 - Teamwork
- 9 - Health Maintenance Practices
- 10 - Technical Skills
- 11 - Information Technology in Healthcare

Key to Standards Coding



Sample of Standards Table

Standard: HS.FS.5: Legal Responsibilities Students will describe legal responsibilities, limitations, and implications of healthcare worker actions.			
Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.5.B: Understand and apply legal practices specific to healthcare.	HS.FS.5.B.b.3: Discuss ways in which a patient can make decisions and advocate for themselves.	HS.FS.5.B.i.3: Summarize the essential characteristics of a patient's basic rights within a healthcare setting.	HS.FS.5.B.a.3: Examine possible outcomes when a patient's rights are not followed.
	HS.FS.5.B.b.4: Define informed and implied consent.	HS.FS.5.B.i.4: Describe methods for obtaining informed and implied consent.	HS.FS.5.B.a.4: Differentiate informed and implied consent.

Performance Indicator by Learning Progression

The 2024 Wisconsin Standards for Career and Technical Education (CTE) mark a shift in how progress is recognized in a CTE subject area. The new standards describe three levels of proficiency or mastery of industry expectations: beginning, intermediate, and advanced. This contrasts with the 2013 CTE standards, which focused on performance indicators by three grade bands: PK-5, 6-8, and 9-12.

Given the wide range of delivery models used, CTE does not lend itself to grade bands. In other words, CTE programming may be nonexistent or robust at the elementary or middle school levels. A beginning course, for example, may be offered in any grade. The 2024 CTE standards, more appropriately, shift from looking at knowledge and skills acquired by the end of certain grade levels to the increasing mastery a student acquires as they pursue their desired career pathway, regardless of the grade the student begins on that path. Here are the three levels in more detail:

- Beginning: Developing awareness
- Intermediate: Building foundational knowledge and skills
- Advanced: Implementing specific knowledge and skills

Standard: HS.FS.2: Communications

Students will demonstrate methods of delivering and obtaining information while communicating effectively.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning	Intermediate	Advanced
HS.FS.2.A: Understand concepts of effective communication as it relates to healthcare delivery.	HS.FS.2.A.b.1: Discuss methods and situations for communicating verbally and nonverbally.	HS.FS.2.A.i.1: Interpret types of verbal and nonverbal communication between healthcare providers and patients.	HS.FS.2.A.a.1: Model verbal and nonverbal therapeutic communication: active listening, reflecting, silence, summarizing.

The standards were designed to be flexible based on the unique needs of each Health Science program. Courses are meant to be aligned to the standards through the scaffolding of student learning and the level of mastery desired. Each learning priority has one or more performance indicators by learning progression, reflecting a sequential flow of learning and a continuum from beginning to advanced. Course design may consist of the full continuum or may begin and end with any learning progression level. Furthermore, the performance indicator descriptors may cross over or overlap each other from one level to the next. For example, the beginning level may include some foundational knowledge and skill-building connected to the intermediate level versus solely focusing on developing awareness.

The *Wisconsin Standards for Health Science* were intentionally written to include the *National Health Science Standards* (NHSS). The NHSS appears in **bold type** font within the performance indicator sections. The national standards were placed at the appropriate level of proficiency and mastery based on industry expectations.

More aligned to postsecondary curriculum than past standards, the 2024 CTE standards provide programs an opportunity to help students build content knowledge, explore career pathways, and plan for postsecondary options. They also align with industry requirements, ensuring they meet current needs yet are flexible enough to absorb inevitable changes in industry processes and the economy as a whole.

In conclusion, these standards provide a foundation for a variety of applications in each of Wisconsin’s districts.

Section III

Discipline: Health Science

Strand: Health Science Foundation Standards (FS)

Standard: HS.FS.1: Academic Foundations

Students will demonstrate knowledge of human anatomy, physiology, common diseases and disorders, and medical math principles.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
<p>HS.FS.1.A: Relate knowledge of anatomy to physiology within the human body.</p>	<p>HS.FS.1.A.b.1: Identify the organization of the human body and body cavities.</p> <ul style="list-style-type: none"> Identify levels of organization: chemical, cellular, tissue, organ, system, and organism. Identify body cavities: abdominal, cranial, dorsal, nasal, oral, orbital, pelvic, spinal, and thoracic. 	<p>HS.FS.1.A.i.1: Describe the organization of the human body in directional terms.</p> <ul style="list-style-type: none"> Demonstrate anatomical position. Identify body planes: coronal/frontal, midsagittal, sagittal, transverse/horizontal. Use directional terms: anterior/posterior, cephalic/caudal, medial/lateral, proximal/distal, superficial/deep, superior/inferior, and ventral/dorsal. Identify the components of the abdominal quadrants: left upper, left lower, right upper, and right lower. 	<p>HS.FS.1.A.a.1: Apply the organization of the human body, body cavities, and directional terms to communicate anatomical healthcare information.</p>

Standard: HS.FS.1: Academic Foundations

Students will demonstrate knowledge of human anatomy, physiology, common diseases and disorders, and medical math principles.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.1.A: Relate knowledge of anatomy to physiology within the human body.	HS.FS.1.A.b.2: Match individual organs to the correct body systems.	HS.FS.1.A.i.2: Identify basic structures and describe functions of human body systems. <ul style="list-style-type: none">• Skeletal• Muscular• Integumentary• Cardiovascular• Lymphatic/Immune• Respiratory• Nervous• Endocrine• Digestive• Urinary• Reproductive	HS.FS.1.A.a.2: Explain the interrelationships between body structures and body functions.

Standard: HS.FS.1: Academic Foundations

Students will demonstrate knowledge of human anatomy, physiology, common diseases and disorders, and medical math principles.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
<p>HS.FS.1.B: Summarize the effects of diseases and disorders on the human body and the role of biomedical therapies in the detection and treatment of disease.</p>	<p>HS.FS.1.B.b.1: Describe conditions of normal body signs compared with signs of illness/ailment: fever, change from normal body readings, open wounds, etc.</p>	<p>HS.FS.1.B.i.1: Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders, including but not limited to the following: anxiety, arthritis, asthma, bipolar disorder, cancer, cataracts, concussion/traumatic brain injury (TBI), cystic fibrosis, dementia, depression, diabetes, gastric ulcer, hepatitis, hypertension, melanoma, muscular dystrophy, myocardial infarction, sexually transmitted infection (STI), stroke/cerebrovascular accident (CVA), tuberculosis, urinary tract infection (UTI)</p>	<p>HS.FS.1.B.a.1: Predict new treatment options, technology, and its impact on human society as it relates to common diseases and disorders.</p>
	<p>HS.FS.1.B.b.2: Identify biomedical therapies: gene editing, gene testing, gene therapy, immunizations, immunotherapy, and stem-cell research.</p>	<p>HS.FS.1.B.i.2: Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease: gene editing, gene testing, gene therapy, immunizations, immunotherapy, and stem cell research.</p>	<p>HS.FS.1.B.a.2: Analyze current research related to biomedical therapies for the treatment and/or prevention of human diseases and disorders.</p>

Standard: HS.FS.1: Academic Foundations

Students will demonstrate knowledge of human anatomy, physiology, common diseases and disorders, and medical math principles.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.1.C: Apply medical mathematics skills as they relate to the practice of healthcare.	<p>HS.FS.1.C.b.1: Demonstrate accurate measurement of length, volume, and mass using the metric system.</p> <p>Metric system: centi-, deci-, kilo-, milli-, micro-</p>	<p>HS.FS.1.C.i.1: Demonstrate competency using basic math skills and mathematical conversions as they relate to healthcare.</p> <ul style="list-style-type: none"> • Conversions: height (inches/meters), household measurements (tbsp./tsp./cup/oz.), length (inches/meters), temperature (F/C), volume (ml/cc), weight/mass (pounds/grams) • Mathematical: addition/subtraction, average, fractions, multiplication/division, percentages, ratios 	<p>HS.FS.1.C.a.1: Apply mathematical computations as required to complete healthcare procedures, such as medicine dosing.</p>
	<p>HS.FS.1.C.b.2: Read information contained in diagrams, charts, graphs, and tables.</p>	<p>HS.FS.1.C.i.2: Determine the most effective visual format for illustrating a specific set of data: diagrams, charts, graphs, or tables.</p>	<p>HS.FS.1.C.a.2: Demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results.</p>
	<p>HS.FS.1.C.b.3: Differentiate between the 12-hour clock and the 24-hour clock.</p>	<p>HS.FS.1.C.i.3: Explain the use of the 24-hour clock system in healthcare settings.</p>	<p>HS.FS.1.C.a.3: Demonstrate use of the 24-hour clock/military time.</p>

Standard: HS.FS.2: Communications

Students will demonstrate methods of delivering and obtaining information while communicating effectively.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.2.A: Understand concepts of effective communication as it relates to healthcare delivery.	HS.FS.2.A.b.1: Discuss methods and situations for communicating verbally and nonverbally.	HS.FS.2.A.i.1: Interpret types of verbal and nonverbal communication between healthcare providers and patients.	HS.FS.2.A.a.1: Model verbal and nonverbal therapeutic communication: active listening, reflecting, silence, summarizing.
	HS.FS.2.A.b.2: List ways in which communication between healthcare providers and patients could be limited.	HS.FS.2.A.i.2: Identify common barriers to communication. <ul style="list-style-type: none"> • Physical disabilities: aphasia, developmental level, hearing loss, impaired vision • Psychological barriers: attitudes, bias, prejudice, stereotyping • Language barriers 	HS.FS.2.A.a.2: Demonstrate methods for adjusting communication to reduce barriers between providers and patients.
	HS.FS.2.A.b.3: Discuss why knowing the difference between opinions and factual information is important.	HS.FS.2.A.i.3: Distinguish between subjective and objective information.	HS.FS.2.A.a.3: Compose reports of subjective and objective information to communicate healthcare information.
	HS.FS.2.A.b.4: Identify the sender, message, and receiver in communication.	HS.FS.2.A.i.4: Interpret elements of the communication process using sender-message-receiver feedback model.	HS.FS.2.A.a.4: Apply the sender-message-receiver feedback model in healthcare communication.

Standard: HS.FS.2: Communications

Students will demonstrate methods of delivering and obtaining information while communicating effectively.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.2.A: Understand concepts of effective communication as it relates to healthcare delivery.	HS.FS.2.A.b.5: Recognize the types of communication that take place between patients/clients and healthcare providers.	HS.FS.2.A.i.5: Identify situations in which communication between patient/client needs to be modified.	HS.FS.2.A.a.5: Modify communication to meet the needs of the patient/client and to be appropriate to the situation.
	HS.FS.2.A.b.6: List stages of psychosocial development.	HS.FS.2.A.i.6: Describe appropriate interactions with patients throughout various stages of psychosocial development.	HS.FS.2.A.a.6: Determine appropriate interactions with patients based on psychosocial development in communication.
HS.FS.2.B: Utilize medical terminology appropriately to communicate information.	HS.FS.2.B.b.1: Identify roots, prefixes, and suffixes in word parts related to healthcare.	HS.FS.2.B.i.1: Analyze roots, prefixes, and suffixes to determine correct meanings of medical words.	HS.FS.2.B.a.1: Apply common roots, prefixes, and suffixes to communicate information.
	HS.FS.2.B.b.2: Identify medically relevant abbreviations.	HS.FS.2.B.i.2: Interpret common medical abbreviations to communicate information.	HS.FS.2.B.a.2: Apply common medical abbreviations in a written medical report.

Standard: HS.FS.2: Communications

Students will demonstrate methods of delivering and obtaining information while communicating effectively.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.2.C: Develop written communication skills to meet healthcare industry standards.	HS.FS.2.C.b.1: Identify situations in which electronic and written communication is used in healthcare settings.	HS.FS.2.C.i.1: Apply accurate elements of written and electronic communication: spelling, grammar, and formatting.	HS.FS.2.C.a.1: Produce professional quality healthcare documents using proper spelling, grammar, and formatting.
	HS.FS.2.C.b.2: List components of technical and informative writing.	HS.FS.2.C.i.2: Prepare examples of technical and informative writing.	HS.FS.2.C.a.2: Utilize technical and informative writing related to healthcare situations.
	HS.FS.2.C.b.3: List types of digital communication that might be used in a work environment.	HS.FS.2.C.i.3: Interpret appropriate situations as well as potential drawbacks for the use of digital communication in healthcare.	HS.FS.2.C.a.3: Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media.

Standard: HS.FS.3: Systems

Students will identify how key systems affect services performed and the quality of care.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
<p>HS.FS.3.A: Explain key concepts of the healthcare delivery system.</p>	<p>HS.FS.3.A.b.1: Discuss the wide variety of specialty medical and dental practices, government agencies, and nonprofit organizations as they relate to healthcare delivery.</p>	<p>HS.FS.3.A.i.1: Describe types of practice settings, specialty medical and dental practices, government agencies, and related nonprofit organizations and their role in the delivery of healthcare.</p>	<p>HS.FS.3.A.a.1: Differentiate between healthcare delivery systems and healthcare-related agencies.</p> <ul style="list-style-type: none"> • Types of practice settings: acute care, ambulatory care, behavioral and mental health services, community-based residential facilities, home care, hospice, long-term care, medical and dental practices • Specialty medical and dental practices: cosmetic surgery, geriatrics, orthodontics, pulmonology, surgical • Government agencies: Centers for Disease Control and Prevention (CDC), centers for Medicare & Medicaid Services (CMS), National Institutes of Health (NIH), Occupational Safety and Health Administration (OSHA), U.S. Department of Veterans Affairs (VA), U.S. Food and Drug Administration (FDA), U.S. Public Health Service (USPHS) • Related organizations: American Cancer Society (ACS), American Heart Association (AHA), American Red Cross (ARC), March of Dimes, World Health Organization (WHO)

Standard: HS.FS.3: Systems

Students will identify how key systems affect services performed and the quality of care.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.3.A: Explain key concepts of the healthcare delivery system.	HS.FS.3.A.b.2: Discuss what it means to be a consumer of healthcare.	HS.FS.3.A.i.2: Describe the rights and responsibilities consumers have when receiving healthcare: compliance, Patient’s Bill of Rights, and self-advocacy.	HS.FS.3.A.a.2: Using examples, examine the healthcare consumer’s rights and responsibilities within the healthcare system: compliance, Patient’s Bill of Rights, Resident’s Bill of Rights, and self-advocacy.
	HS.FS.3.A.b.3: Identify emerging issues/trends affecting healthcare delivery systems.	HS.FS.3.A.i.3: Discuss how emerging issues/trends come about related to healthcare delivery: aging population, behavior/mental health, bioethics, epidemiology, socioeconomics, technology (artificial intelligence, telehealth, etc.), tribal health.	HS.FS.3.A.a.3: Analyze the impact of emerging issues/trends on healthcare delivery systems: aging population, behavior/mental health, bioethics, epidemiology, socioeconomics, technology, and tribal health.

Standard: HS.FS.3: Systems

Students will identify how key systems affect services performed and the quality of care.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
<p>HS.FS.3.A: Explain key concepts of the healthcare delivery system.</p>	<p>HS.FS.3.A.b.4: Discuss the history and role of health insurance and employee/employer benefits.</p>	<p>HS.FS.3.A.i.4: Describe healthcare economics and related terms.</p> <ul style="list-style-type: none"> • Fundamental terms related to health insurance: claim, co-insurance, co-payment, explanation of benefits (EOB), fraud, Health Insurance Portability and Accountability Act (HIPAA), medical coding, premium • Types of insurance plans <ul style="list-style-type: none"> ○ Private health insurance plans ○ Managed care: Health Maintenance Organization (HMO), Independent Practice Association (IPA), Preferred Provider Organization (PPO) ○ Government programs: Affordable Care Act (ACA), Medicaid, Medicare, Tricare, and workers' compensation. 	<p>HS.FS.3.A.a.4: Analyze healthcare economics and related terms.</p> <ul style="list-style-type: none"> • The history and role of health insurance and employer/employee benefits • Fundamental terms related to health insurance: claim, co-insurance, co-payment, explanation of benefits (EOB), fraud, Health Insurance Portability and Accountability Act (HIPAA), medical coding, premium • Types of insurance plans <ul style="list-style-type: none"> ○ Private health insurance plans ○ Managed care: Health Maintenance Organization (HMO), Independent Practice Association (IPA), Preferred Provider Organization (PPO) ○ Government programs: Affordable Care Act (ACA), Medicaid, Medicare, Tricare, and workers' compensation.

Standard: HS.FS.4: Employability Skills

Students will use employability skills to enhance employment opportunities and job satisfaction within a healthcare setting.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.4.A: Describe personal traits desirable of a health professional.	HS.FS.4.A.b.1: Explore personal traits and attributes.	HS.FS.4.A.i.1: Identify personal traits and attitudes desirable in a career-ready member of a health team: acceptance of criticism, competence, dependability, discretion, empathy, enthusiasm, honesty, initiative, integrity, patience, positive attitude, responsibility, self-motivation, social and cultural competence, tact, team player, willingness to learn.	HS.FS.4.A.a.1: Perform a personal assessment comparing your own traits to the desirable traits and attitudes of a healthcare worker.
	HS.FS.4.A.b.2: Recognize proper healthcare uniform, hygiene behaviors, and positive work behaviors for a variety of healthcare professions.	HS.FS.4.A.i.2: Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.	HS.FS.4.A.a.2: Model professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.

Standard: HS.FS.4: Employability Skills

Students will use employability skills to enhance employment opportunities and job satisfaction within a healthcare setting.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.4.B: Explain key concepts of employability skills.	HS.FS.4.B.b.1: Match employability/soft skills utilized within the healthcare setting.	HS.FS.4.B.i.1: Discuss the importance of developing employability/soft skills as a health professional.	HS.FS.4.B.a.1: Apply employability/soft skills in healthcare: chain of command, communication skills, customer service, decision-making, emotional intelligence, flexibility, organization, problem-solving, scope of practice, time management, and work ethic.
HS.FS.4.C: Apply career decision-making practices.	HS.FS.4.C.b.1: Identify strategies and steps used to obtain employment in healthcare (education/training, job searching, applying, interviewing, background checks, drug and alcohol screening).	HS.FS.4.C.i.1: Research levels of education, credentialing requirements, and employment trends in health professions.	HS.FS.4.C.a.1: Describe educational pathways for various health professions, including licensing, certification, registration, etc.

Standard: HS.FS.4: Employability Skills

Students will use employability skills to enhance employment opportunities and job satisfaction within a healthcare setting.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.4.C: Apply career decision-making practices.	HS.FS.4.C.b.2: Identify five health science career pathways (biotechnology research and development, diagnostic services, health informatics, management and technology, support services, therapeutic services).	HS.FS.4.C.i.2: Describe types of careers found within each health science career pathway.	HS.FS.4.C.a.2: Distinguish differences among careers within a health science pathway: biotechnology research and development, diagnostic services, health informatics, management and technology, support services, and therapeutic services.
HS.FS.4.D: Participate in employability preparation activities in order to create a personal portfolio.	HS.FS.4.D.b.1: Explain the purpose of a personal portfolio.	HS.FS.4.D.i.1: Examine components of a personal portfolio.	HS.FS.4.D.a.1: Develop components of a personal portfolio: community service/service learning, credentials, leadership examples, mock interview, oral report, personal statement, professional/student organization memberships, resume, sample projects, technology skills, work-based learning documentation, writing sample

Standard: HS.FS.4: Employability Skills

Students will use employability skills to enhance employment opportunities and job satisfaction within a healthcare setting.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.4.E: Identify strategies for pursuing employment.	HS.FS.4.E.b.1: Find reputable employer websites, internships, social media accounts, and members of a personal network used for pursuing employment.	HS.FS.4.E.i.1: Identify strategies for pursuing employment. <ul style="list-style-type: none">• Employer websites• Internships• Personal networking• Social media	HS.FS.4.E.a.1: Utilize strategies to pursue employment. <ul style="list-style-type: none">• Employer websites• Internships• Personal networking• Social media

Standard: HS.FS.5: Legal Responsibilities

Students will describe legal responsibilities, limitations, and implications of healthcare worker actions.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.5.A: Discuss legal responsibilities and implications in the healthcare setting.	HS.FS.5.A.b.1: Define terms related to criminal and civil law. <ul style="list-style-type: none"> • Abuse • Assault • Battery • Harassment • Invasion of privacy • Libel • Malpractice • Negligence • Slander • Tort 	HS.FS.5.A.i.1: Discuss how laws impact the healthcare setting.	HS.FS.5.A.a.1: Analyze legal responsibilities and implications of criminal and civil law. <ul style="list-style-type: none"> • Abuse • Assault • Battery • Harassment • Invasion of privacy • Libel • Malpractice • Negligence • Slander • Tort
	HS.FS.5.B: Understand and apply legal practices specific to healthcare.	HS.FS.5.B.b.1: Explain HIPAA and privileged communications.	HS.FS.5.B.i.1: Determine situations in which sharing private information is necessary and beneficial in circumstances that require confidentiality.
	HS.FS.5.B.b.2: Define: living will, power of attorney for healthcare, power of attorney for finance, authorization for final disposition.	HS.FS.5.B.i.2: Describe advance directives.	HS.FS.5.B.a.2: Assess the role of advance directives in supporting patient rights and responsibilities.

Standard: HS.FS.5: Legal Responsibilities

Students will describe legal responsibilities, limitations, and implications of healthcare worker actions.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.5.B: Understand and apply legal practices specific to healthcare.	HS.FS.5.B.b.3: Discuss ways in which a patient can make decisions and advocate for themselves.	HS.FS.5.B.i.3: Summarize the essential characteristics of a patient's basic rights within a healthcare setting.	HS.FS.5.B.a.3: Examine possible outcomes when a patient's rights are not followed.
	HS.FS.5.B.b.4: Define informed and implied consent.	HS.FS.5.B.i.4: Describe methods for obtaining informed and implied consent.	HS.FS.5.B.a.4: Differentiate informed and implied consent.
	HS.FS.5.B.b.5: Discuss the need for healthcare professionals to be qualified to deliver healthcare.	HS.FS.5.B.i.5: Describe the concept of scope of practice.	HS.FS.5.B.a.5: Predict possible outcomes when healthcare professionals perform care outside of their scope of practice.
	HS.FS.5.B.b.6: Identify activities and behaviors that affect the health, safety, and welfare of others.	HS.FS.5.B.i.6: Summarize an incident report.	HS.FS.5.B.a.6: Interpret procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (incident report).

Standard: HS.FS.6: Ethics

Students will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.6.A: Understand how ethical practice affects healthcare delivery.	HS.FS.6.A.b.1: Define ethics in relation to healthcare.	HS.FS.6.A.i.1: Identify examples of ethical and legal behaviors related to healthcare delivery.	HS.FS.6.A.a.1: Differentiate between ethical and legal issues impacting healthcare.
	HS.FS.6.A.b.2: Discuss scope of practice for various roles within healthcare.	HS.FS.6.A.i.2: Identify ethical issues related to healthcare: ethics committee, euthanasia, gene editing, immunizations, in vitro fertilization, organ donation/transplantation, and scope of practice.	HS.FS.6.A.a.2: Analyze the implications of ethical issues related to healthcare: ethics committee, euthanasia, gene editing, immunizations, in vitro fertilization, organ donation/transplantation, and scope of practice.
HS.FS.6.B: Recognize the importance of how cultural, social, and ethnic diversity impacts healthcare.	HS.FS.6.B.b.1: Identify different opinions, beliefs, and feelings related to healthcare practices and settings.	HS.FS.6.B.i.1: Discuss religious, social, and cultural values as they impact healthcare: ageism, ethnicity, gender, race, and religion.	HS.FS.6.B.a.1: Model respect and appreciation for diversity of individuals within a healthcare setting.
	HS.FS.6.B.b.2: Describe how civility, customer service, and patient satisfaction occur within the healthcare setting.	HS.FS.6.B.i.2: Explain how respectful and empathetic treatment of all patients/clients/families impacts wellbeing and health outcomes.	HS.FS.6.B.a.2: Demonstrate respectful and empathetic treatment of all patients/clients/families: civility, customer service, and patient satisfaction.

Standard: HS.FS.7: Safety Practices

Students will identify existing and potential hazards to clients, co-workers, and self, and employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.7.A: Explain key concepts of infection control.	HS.FS.7.A.b.1: Cite the principles of infection transmission: <ul style="list-style-type: none">• Name the different types of pathogens• Identify characteristics of microorganisms.• Describe chain of infection.• List different modes of transmission.	HS.FS.7.A.i.1: Explain principles of infection transmission: <ul style="list-style-type: none">• Identify classifications of pathogens: bacteria, fungi, parasites, protozoa, and viruses.• Describe characteristics of microorganisms: aerobic, anaerobic, nonpathogenic, pathogenic.• Recognize chain of infection.• Describe mode of transmission: common vehicle (air, food, water), direct, healthcare-associated infections (nosocomial), indirect, opportunistic, and vectors.	HS.FS.7.A.a.1: Analyze principles of infection transmission: <ul style="list-style-type: none">• Compare and contrast characteristics of microorganisms.• Analyze the chain of infection.• Assess how to control the spread and growth of pathogens based on the mode of transmission.

Standard: HS.FS.7: Safety Practices

Students will identify existing and potential hazards to clients, co-workers, and self, and employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.7.A: Explain key concepts of infection control.	HS.FS.7.A.b.2: List methods for controlling the spread and growth of pathogens.	HS.FS.7.A.i.2: Describe different methods for controlling the spread and growth of pathogens.	HS.FS.7.A.a.2: Differentiate methods of controlling the spread and growth of pathogens. <ul style="list-style-type: none">• Asepsis: antisepsis, disinfection, sanitization, sterile technique, sterilization• Standard precautions: environmental cleaning, gloving, handwashing, personal protective equipment (PPE)• Isolation precautions: transmission-based contact• Bloodborne pathogen precautions• Vaccinations
HS.FS.7.B: Explain how personal safety is applied in the healthcare setting.	HS.FS.7.B.b.1: Identify the roles of the Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control (CDC).	HS.FS.7.B.i.1: Explain personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.	HS.FS.7.B.a.1: Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.

Standard: HS.FS.7: Safety Practices

Students will identify existing and potential hazards to clients, co-workers, and self, and employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.7.B: Explain how personal safety is applied in the healthcare setting.	HS.FS.7.B.b.2: Discuss the need for proper body mechanics.	HS.FS.7.B.i.2: Identify principles of good body mechanics during patient care: ambulating, lifting, and positioning.	HS.FS.7.B.a.2: Demonstrate principles of body mechanics during patient care: ambulating, lifting, and positioning.
	HS.FS.7.B.b.3: Identify personal protective equipment (PPE) used in healthcare settings.	HS.FS.7.B.i.3: Demonstrate and apply the use of personal protective equipment (PPE).	HS.FS.7.B.a.3: Analyze the appropriate use of personal protective equipment (PPE) for specific healthcare situations.
HS.FS.7.C: Discuss how the use of proper techniques can support a safe healthcare environment.	HS.FS.7.C.b.1: Recognize safe and unsafe situations in the healthcare environment.	HS.FS.7.C.i.1: Identify safety techniques in the work environment. <ul style="list-style-type: none"> • Ergonomics • Patient/client/employee safety measures • Safe operation of equipment 	HS.FS.7.C.a.1: Apply safety techniques in the work environment. <ul style="list-style-type: none"> • Ergonomics • Patient/client/employee safety measures • Safe operation of equipment
HS.FS.7.D: Recognize how common safety hazards are communicated in healthcare.	HS.FS.7.D.b.1: Identify hazardous materials in the healthcare setting.	HS.FS.7.D.i.1: Describe safety standards related to occupational exposure to hazardous chemicals standard [Safety Data Sheets (SDS)].	HS.FS.7.D.a.1: Observe all safety standards related to occupational exposure to hazardous chemicals standard [Safety Data Sheets (SDS)].

Standard: HS.FS.7: Safety Practices

Students will identify existing and potential hazards to clients, co-workers, and self, and employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.7.D: Recognize how common safety hazards are communicated in healthcare.	HS.FS.7.D.b.2: Recognize signs, symbols, and labels related to safety.	HS.FS.7.D.i.2: Explain the purpose for healthcare signs, symbols, and labels related to safety.	HS.FS.7.D.a.2: Comply with safety signs, symbols, and labels.
HS.FS.7.E: Apply emergency procedures and protocols within the healthcare environment.	HS.FS.7.E.b.1: Describe the purpose of a fire prevention and safety practices plan for healthcare settings.	HS.FS.7.E.i.1: Practice fire safety in a healthcare setting.	HS.FS.7.E.a.1: Evaluate fire safety protocols for healthcare settings.
	HS.FS.7.E.b.2: Describe the purpose of emergency response plans for natural disasters and catastrophic emergencies.	HS.FS.7.E.i.2: Apply principles of basic emergency response in natural disasters and other emergencies: safe location, contact emergency personnel, and follow facility protocols.	HS.FS.7.E.a.2: Design principles of basic emergency response in natural disasters and other emergencies: safe location, contact emergency personnel, and follow facility protocols.

Standard: HS.FS.8: Teamwork

Students will identify roles and responsibilities of individual members as part of the healthcare team.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.8.A: Describe effective healthcare teams.	HS.FS.8.A.b.1: Define an interprofessional team in a healthcare setting.	HS.FS.8.A.i.1: Identify characteristics of effective teams: collaboration, defined roles, effective communication, effective leadership, measurable processes and outcomes, mutual respect, and shared goals.	HS.FS.8.A.a.1: Evaluate roles and responsibilities of healthcare team members.
	HS.FS.8.A.b.2: Actively participate in team-building activities.	HS.FS.8.A.i.2: Recognize methods for building positive team relationships.	HS.FS.8.A.a.2: Evaluate why teamwork is an important part of healthcare and how it improves patient care.
HS.FS.8.B: Discuss how team member participation contributes to the success of a healthcare team.	<p>HS.FS.8.B.b.1: Identify characteristics of effective team leaders:</p> <ul style="list-style-type: none"> • Focus and drive • Interpersonal skills • Motivates and inspires • Organized and balanced 	HS.FS.8.B.i.1: Describe the different types of leaders and roles within leadership.	<p>HS.FS.8.B.a.1: Analyze attributes and attitudes of an effective leader.</p> <ul style="list-style-type: none"> • Characteristics: focus and drive, interpersonal skills, motivates and inspires, organized and balanced • Types: autocratic, democratic, <i>laissez faire</i> • Roles: communicates vision, leads change, manages accountability.

Standard: HS.FS.8: Teamwork

Students will identify roles and responsibilities of individual members as part of the healthcare team.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.8.B: Discuss how team member participation contributes to the success of a healthcare team.	HS.FS.8.B.b.2: Explain situations in which conflict occurs within a team.	HS.FS.8.B.i.2: Distinguish between effective and ineffective means for handling team conflicts.	HS.FS.8.B.a.2: Apply effective techniques for managing team conflict: communicate assertively, gather the facts, mediate disputes, negotiate resolutions, and set clear expectations.

Standard: HS.FS.9: Health Maintenance Practices

Students will differentiate between wellness and disease, promote disease prevention, and model healthy behaviors.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.9.A: Understand how healthy behaviors promote disease prevention and wellness.	HS.FS.9.A.b.1: Identify healthy lifestyle behaviors that promote self-care.	HS.FS.9.A.i.1: Distinguish examples of effective and ineffective self-care behaviors related to health and wellness.	HS.FS.9.A.a.1: Model self-care behaviors that promote health and wellness: exercise, nutrition, relationships, sleep habits, stress management, and weight control.

Standard: HS.FS.9: Health Maintenance Practices

Students will differentiate between wellness and disease, promote disease prevention, and model healthy behaviors.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.9.A: Understand how healthy behaviors promote disease prevention and wellness.	HS.FS.9.A.b.2: Define behavioral health from an individual and public health standpoint.	HS.FS.9.A.i.2: Describe factors affecting a person’s behavioral health.	HS.FS.9.A.a.2: Examine various aspects of behavioral health: anxiety, depression, substance abuse, and suicide.
	HS.FS.9.A.b.3: Identify strategies for the prevention of diseases.	HS.FS.9.A.i.3: Describe public health strategies for prevention of disease: community health education outreach programs; immunizations; medical, dental, and mental health screenings; routine physical exams; and self-care behaviors.	HS.FS.9.A.a.3: Analyze the implications to health and wellness if public health prevention strategies are absent.
	HS.FS.9.A.b.4: List examples of complementary and alternative health practices.	HS.FS.9.A.i.4: Investigate complementary and alternative health practices as they relate to wellness and disease prevention: Eastern medicine, holistic medicine, homeopathic medicine, and manipulative medicine.	HS.FS.9.A.a.4: Discuss complementary and alternative health practices in supporting health promotion and disease prevention.

Standard: HS.FS.9: Health Maintenance Practices

Students will differentiate between wellness and disease, promote disease prevention, and model healthy behaviors.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.9.B: Discuss factors that impact healthcare across the lifespan.	HS.FS.9.B.b.1: Identify life stages and how people grow and develop throughout life.	HS.FS.9.B.i.1: Discuss physical, mental, social, and behavioral development and its impact on healthcare.	HS.FS.9.B.a.1: Apply understanding of growth and development specific to each life stage when interacting with patients, clients, and residents.
	HS.FS.9.B.b.2: Identify common ailments of an aging human.	HS.FS.9.B.i.2: Distinguish between signs of normal versus pathological aging in humans.	HS.FS.9.B.a.2: Analyze the effect of pathological aging in regard to healthcare.
	HS.FS.9.B.b.3: Identify socioeconomic determinants of health and wellness.	HS.FS.9.B.i.3: Examine factors that affect socioeconomic determinants of health and wellness.	HS.FS.9.B.a.3: Create possible supports that eliminate or reduce the impact of socioeconomic determinants of health and wellness.

Standard: HS.FS.10: Technical Skills

Students will apply and demonstrate technical skills and knowledge common to health career specialties. *Additional technical skills may be included in a program of study based on career specialties.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.10.A: Apply technical skills in healthcare.*	HS.FS.10.A.b.1: Identify the seven main vital signs.	HS.FS.10.A.i.1: Explain why vital signs are routinely measured in healthcare settings.	HS.FS.10.A.a.1: Differentiate between normal and abnormal vital sign values.
	HS.FS.10.A.b.2: Identify equipment used to measure vital signs.	HS.FS.10.A.i.2: Explain the purpose and procedure for taking blood pressure, height and weight, oxygen saturation, pain, pulse, respirations, and temperature.	HS.FS.10.A.a.2: Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges, including but not limited to blood pressure, height and weight, oxygen saturation, pain, pulse, respirations, and temperature.
	HS.FS.10.A.b.3: Describe situations in which an emergency exists, and identify sources of appropriate help.	HS.FS.10.A.i.3: Assess emergency situations, and respond appropriately to emergencies that may occur during daily life.	HS.FS.10.A.a.3: Obtain training or certification in automated external defibrillator (AED), cardiopulmonary resuscitation (CPR), first aid, foreign body airway obstruction (FBAO).

Standard: HS.FS.10: Technical Skills

Students will apply and demonstrate technical skills and knowledge common to health career specialties. *Additional technical skills may be included in a program of study based on career specialties.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.10.A: Apply technical skills in healthcare.*	HS.FS.10.A.b.4: Provide examples of technical skills used by healthcare professionals.	HS.FS.10.A.i.4: Identify specific technical skills and certifications needed for healthcare career specialties.	HS.FS.10.A.a.4: Obtain industry-recognized certifications or complete training as it relates to various entry-level healthcare careers.

Standard: HS.FS.11: Information Technology in Healthcare

Students will apply information technology practices common across health professions.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.11.A: Understand key principles, components, and practices of health information systems (HISs)	HS.FS.11.A.b.1: List types of information collected and documented in medical and health records.	HS.FS.11.A.i.1: Identify components of an electronic health record (EHR) and/or electronic medical record (EMR): diagnostic tests, history, physical, medication, patient demographics, progress notes, and treatment plan.	HS.FS.11.A.a.1: Document information accurately in a simulated form or in an electronic health record (EHR) or electronic medical record (EMR).
	HS.FS.11.A.b.2: Identify reasons providers and patients may collect health data (improved decision-making, quality assurance, personalized treatments, improved patient care, provider performance improvement, etc.)	HS.FS.11.A.i.2: Explore different types of health data collection tools: medical wearable devices, patient monitoring equipment, and phone apps.	HS.FS.11.A.a.2: Analyze the benefits and challenges of acquiring personal health data: types of medical equipment and patient transparency.
	HS.FS.11.A.b.3: Identify why timeliness, completeness, and accuracy are essential in healthcare documentation.	HS.FS.11.A.i.3: Describe methods for maintaining electronic documentation to support timeliness, completeness, and accuracy.	HS.FS.11.A.a.3: Create electronic documentation that reflects timeliness, completeness, and accuracy.

Standard: HS.FS.11: Information Technology in Healthcare

Students will apply information technology practices common across health professions.

Learning Priority	Performance Indicators (By Learning Progression)		
	Beginning (b)	Intermediate (i)	Advanced (a)
HS.FS.11.A: Understand key principles, components, and practices of health information systems (HISs)	HS.FS.11.A.b.4: Identify types of health information and personally identifiable information (PII) that are protected by federal privacy laws.	HS.FS.11.A.i.4: Identify possible consequences of sharing protected health information (PHI).	HS.FS.11.A.a.4: Examine information systems policies, procedures, and regulations as required by national, state, and local entities: facility policies, HIPAA, medical coding, and social media.