

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Emergency Medical Responder  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

	Secondary – Career Preparatory	
Program Number	8417170	
CIP Number	0317020502	
Grade Level	9-12, 30, 31	
Standard Length	3 credits	
Teacher Certification	Health Science 1 and 2	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
	Emergency Medical Responder 3	REG NURSE 7 G PARAMEDIC @7 7G MED PROF 7 G EMT 7G LAW ENF @7 G CORR OFF 7G PUB SERV 7G FIRE FIGHT @7 G PRAC NURSE @7 %7%G (Must be a Registered Nurse)
CTSO	HOSA: Future Health Professionals	
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 53-3011 Ambulance Drivers and Attendants, Except Emergency Medical Technicians	
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>	

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

The content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Clinical learning experiences are an integral part of this program.

This is an instructional program that prepares individuals to provide initial care to sick or injured persons or as ambulance drivers and attendants SOC 53-3011. An Emergency Medical Responder may use this training for employment. The Emergency Medical Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s). Emergency Medical Responders may include law enforcement, life guard, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

### **Program Structure**

This program is a planned sequence of instruction consisting of three courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

8417100 - Health Science 1 (one credit)

8417110 - Health Science 2 (one credit)

The following table illustrates the secondary program structure:

A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2
B	8417171	Emergency Medical Responder 3	1 credit	53-3011	2

### **Academic Alignment Table**

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometr y	Anatomy/ Physiolog y Honors	Astronomy Solar/ Galactic Honors	Biology 1	Chemistr y 1	Earth- Space Scienc e	Genetic s	Marine Scienc e 1 Honor s	Physic al Scienc e	Physic s 1
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Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Emergency Medical Responder 3	^^	^^	^^	28/53 53%	4/52 8%	8/56 14%	6/55 11%	2/58 3%	6/35 17%	4/42 10%	10/56 18%	8/53 15%

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

## **Florida Standards for Technical Subjects**

*Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.*

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

## **Florida Standards for Mathematics & Language Arts (FS-M/LA)**

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

## **Next Generation Sunshine State Standards (NGSSS) - Science**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

## **National Standards (NS)**

The student performance standards for Emergency Medical Responder were adapted and condensed from U. S. Department of Transportation Emergency Medical Services; National EMS Education Standards; Emergency Medical Responder Instructional Guidelines and American Society for Testing and Materials, Committee F-30. Administrators and instructors should refer to these materials for additional details.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Emergency Medical Responder.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Emergency Medical Responder.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Emergency Medical Responder.
- 04.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 05.0 Use correct medical terminology relating to body structure and function.
- 06.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 07.0 Identify and discuss the structure and function of the body systems in health and disease.
- 08.0 Identify and explain factors relating to the transmission of disease.

- 09.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Emergency Medical Responder.
- 10.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Emergency Medical Responder.
- 11.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Emergency Medical Responder.
- 12.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 13.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 14.0 Demonstrate legal and ethical responsibilities.
- 15.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 16.0 Recognize and practice safety and security procedures.
- 17.0 Recognize and respond to emergency situations.
- 18.0 Recognize and practice infection control procedures.
- 19.0 Demonstrate an understanding of information technology applications in healthcare.
- 20.0 Demonstrate employability skills.
- 21.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 22.0 Apply basic math and science skills.
- 23.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Emergency Medical Responder.
- 24.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Emergency Medical Responder.
- 25.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Emergency Medical Responder.
- 26.0 Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder.
- 27.0 Demonstrate an ability to communicate effectively as part of the EMS team.
- 28.0 Demonstrate an understanding of medicolegal aspects.
- 29.0 Determine and record vital signs of a sick or injured person.
- 30.0 Use medical identification devices.
- 31.0 Conduct a primary assessment of problems that are a threat to life if not corrected immediately.
- 32.0 Demonstrate BLS procedures
- 33.0 Recognize and control bleeding.
- 34.0 Recognize and control shock.
- 35.0 Understand the importance of emergency medications.
- 36.0 Demonstrate understanding of airway management, respiration and artificial ventilation.
- 37.0 Provide secondary assessment.
- 38.0 Identify musculo-skeletal injuries.
- 39.0 Demonstrate proper immobilization of an Cervical/Spinal injury.
- 40.0 Demonstrate proper extremity immobilization as well as other immobilization for other injuries (pelvis, ribs).
- 41.0 Provide emergency evacuation and transfer of a sick and/or injured person
- 42.0 Identify and provide initial care for a sick and/or injured patient
- 43.0 Identify and care for patients who are in special situations
- 44.0 Provide triage to victims of multiple casualty incidents
- 45.0 Recognize life-threatening situations
- 46.0 Recognize entrapment situations
- 47.0 Assist with emergency childbirth

## 48.0 Identify critical incident stressors

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Allied Health Assisting	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	

01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Allied Health Assisting.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	



02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	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. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Allied Health Assisting.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	

03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Discuss and describe an overview of the human body, including organization and chemical process–The student will be able to:		SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC. 912.L.16.2, 3, 4, 5, 8; SC. 912.L.18.8, 10, 11, 12
04.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.	LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS910.RI.2.4	
04.02 Identify body planes, directional terms, quadrants and cavities.	LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS910.RI.2.4	
04.03 Define the chemical processes that maintain life.	LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS910.RI.2.4	
05.0 Use correct medical terminology relating to body structure and function–The student will be able to:		SC.912.L.14.13, 14, 15, 20, 24, 25, 26, 29
05.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.	LAFS910.L.3.6 LAFS910.SL1.1 LAFS.910.L.3.6	
05.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.	LAFS910.L.3.6 LAFS910.SL1.1 LAFS910.L.3.4	
06.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions–The student will be able to:		SC.912.L.14.2, 11, 12, 16; SC. 912.L.16.4, 8, 14
06.01 Describe cell structure and function in healthy tissue.	LAFS910.W.1.2 LAFS910.SL.1.1 LAFS910.SL.2.5	

06.02	Describe cell structure and function in diseased tissue.	LAFS910.W.1.2 LAFS910.SL.1.1 LAFS910.SL.2.5	
06.03	List the four main types of tissue.		
06.04	Define the location and function of tissues.	LAFS910.W.1.2 LAFS910.SL.1.1 LAFS910.SL.2.5	
07.0	Identify and discuss the structure and function of the body systems in relation to health and disease–The student will be able to:		SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13
07.01	Describe the structure and function of each body system across the lifespan.	LAFS910.L.3.6 LAFS910.SL.2.4	
07.02	Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/ rehabilitation.	LAFS910.L.3.6 LAFS910.SL.2.4 LAFS910.W.3.8	
07.03	Identify health careers related to each body system.	LAFS910.RI.1.1 LAFS910.W.3.8	
07.04	Perform skills related to specific body systems.	LAFS910.L.1.1 LAFS910.SL.2.6 LAFS910.L.3.6	
08.0	Identify and explain factors relating to the transmission of disease–The student will be able to:		SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14
08.01	List and explain the direct and indirect causes of disease.	LAFS910.L.3.5b LAFS910.L.3.6	
08.02	Explain the chain of transmission.	LAFS910.SL.2.4 LAFS910.SL.2.6	
08.03	Discuss the immune system.	LAFS910.SL.2.4 LAFS910.SL.1.1	
08.04	Define and explain homeostasis.	LAFS910.L.3.6	
08.05	List and discuss the body's defense mechanisms.	LAFS910.L.3.6	
08.06	Describe DNA and its role in human heredity.	LAFS910.RI.1.2	
08.07	Describe the role of human genetics in relation to genetic diseases.	LAFS910.RI.1.2	
08.08	Identify current issues related to genetic research.	LAFS910.RI.1.2 LAFS910.SL.1.2	

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Florida Standards			Correlation to CTE Program Standard #
09.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Allied Health Assisting.		
09.01	Key Ideas and Details		
09.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	LAFS.910.RST.1.1	
09.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	LAFS.910.RST.1.2	
09.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	LAFS.910.RST.1.3	
09.02	Craft and Structure		
09.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	LAFS.910.RST.2.4	
09.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	LAFS.910.RST.2.5	

09.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
09.03	Integration of Knowledge and Ideas	
09.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
09.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
09.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
09.04	Range of Reading and Level of Text Complexity	
09.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
09.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
10.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Allied Health Assisting.	
10.01	Text Types and Purposes	
10.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
10.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
10.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
10.02	Production and Distribution of Writing	
10.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	

10.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
10.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
10.03	Research to Build and Present Knowledge	
10.03.1	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. LAFS.910.WHST.3.7	
10.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
10.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
10.04	Range of Writing	
10.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
11.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Allied Health Assisting.	
11.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
11.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
11.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
11.04	Model with mathematics. MAFS.K12.MP.4.1	
11.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	

11.06 Attend to precision.	MAFS.K12.MP.6.1	
11.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
11.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:		SC.912.L.16.10
12.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.	LAFS.910.RI.1.1; LAFS.910.RI.1.2 LAFS.1112.RI.1.1; LAFS.1112.RI.1.2 LAFS1112.RI.1.3	
12.02 Identify common methods of payment for healthcare services.	LAFS.910.RI.1.1; LAFS.910.RI.1.2 LAFS.1112.RI.1.1; LAFS.1112.RI.1.2 LAFS1112.RI.1.3	
12.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.	LAFS.910.W.1.2; LAFS. 910.SL.1.2; LAFS. 910.SL.2.4; LAFS. 910.SL.2.6 LAFS.1112.SL.1.2; LAFS.1112.SL.2.4; LAFS.1112.SL.2.6 LAFS.1112.W.1.2; LAFS1112.W.3.7 LAFS1112.RI.1.3	
12.04 Describe the composition and functions of a healthcare team.	LAFS.910.W.1.2 LAFS.910.W.3.7; LAFS1112.RI.1.1 LAFS.1112.W.1.2 LAFS.1112.W.3.7;	

12.05 Identify the general roles and responsibilities of the individual members of the healthcare team.	LAFS.910.W.1.2 LAFS.910.W.3.7; LAFS.1112.W.3.7; LAFS.1112.W.1.2 LAFS1112.RI.1.3 LAFS.1112.RI.1.1	
12.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.	LAFS.910.W.1.2 LAFS.910.W.3.7; LAFS.1112.W.1.2 LAFS.1112.W.3.7; LAFS1112.RI.1.1 LAFS1112.RI.1.3	
12.07 Identify characteristics of effective teams.	LAFS.910.W.1.2 LAFS.910.W.3.7; LAFS.1112.W.1.2 LAFS.1112.W.3.7; LAFS1112.RI.1.1 LAFS1112.RI.1.3	
12.08 Recognize methods for building positive team relationships.	LAFS.910.SL.1.1; LAFS.910.SL.1.2 LAFS.1112.SL.1.1; LAFS.1112.SL.1.2 LAFS1112.RI.1.1	
12.09 Analyze attributes and attitudes of an effective leader.	LAFS.910.RI.1.2 LAFS1112.RI.1.1 LAFS.1112.RI.1.2 LAFS1112.RI.1.3	
12.10 Recognize factors and situations that may lead to conflict.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.1.3 LAFS.1112.SL.1.1; LAFS.1112.SL.1.2; LAFS.1112. SL.1.3 LAFS1112.RI.1.1 LAFS1112.RI.1.3	
12.11 Demonstrate effective techniques for managing team conflict.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.1.3 LAFS.1112.SL.1.1; LAFS.1112.SL.1.2; LAFS.1112. SL.1.3 LAFS1112.SL.2.4 LAFS1112.RI.1.1 LAFS1112.RI.1.3	



12.12	Describe factors that influence the current delivery system of healthcare.	LAFS.910.RI.2.4; LAFS.910.SL.2.4 LAFS.1112.RI.1.1 LAFS.1112.RI.2.4; LAFS.1112.SL.2.4	
12.13	Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.	LAFS.910.W.2.5 LAFS.910.W.3.8; LAFS.1112.W.2.5 LAFS.1112.W.3.8; LAFS.1112.RI.1.1 LAFS.1112.SL.1.3 LAFS.1112.SL.2.4	
13.0	Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:		SC.912.N.1.1
13.01	Develop basic speaking and active listening skills.	LAFS.910.SL.1.1; LAFS.910.SL.2.4; LAFS.910.SL.2.6 LAFS.1112.SL.1.1; LAFS.1112.SL.2.4; LAFS.1112.SL.2.6 LAFS.1112.L.1.1	
13.02	Develop basic observational skills and related documentation strategies in written and oral form.	LAFS.910.SL.2.4; LAFS.910.RI.3.7; LAFS.910.W.3.9; LAFS.910.W.2.4; LAFS.910.SL.2.4; LAFS.910.SL.2.6 LAFS.1112.SL.1.1 LAFS.1112.SL.2.4; LAFS.1112.RI.3.7; LAFS.1112.W.3.9; LAFS.1112.W.2.4; LAFS.1112.L.1.1	
13.03	Identify characteristics of successful and unsuccessful communication including communication styles and barriers.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.SL.1.3 LAFS.1112.SL.1.1; LAFS.1112.SL.1.2; LAFS.1112.SL.1.3 LAFS.1112.L.1.1	
13.04	Respond to verbal and non-verbal cues.	LAFS.910.SL.1.1; LAFS.1112.SL.1.1 LAFS.1112.SL.1.3 LAFS.1112.L.1.1	

13.05	Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.	LAFS.910.L.1.1; LAFS.910.L.1.2; LAFS.910.W.2.4 LAFS.1112.L.1.1; LAFS.1112.L.1.2; LAFS.1112.W.2.4 LAFS1112.SL.1.1	
13.06	Use appropriate medical terminology and abbreviations.	LAFS.910.L.3.6; LAFS.1112.L.3.6;	
13.07	Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.	LAFS1112.SL1.1 LAFS.1112.SL.1.3 LAFS1112.L.1.1	
13.08	Recognize the importance of patient/client educations regarding healthcare.	LAFS1112.L.1.1 LAFS1112.SL1.1 LAFS1112.SL.1.3	
13.09	Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.	LAFS.910.SL.2.6 LAFS.1112.SL.2.6 LAFS1112.W.2.5	
13.10	Analyze elements of communication using a sender-receiver model.	LAFS.910.SL.1.1d; LAFS.1112.SL.1.1d LAFS1112.W.2.5 LAFS1112.RI.1.1	
13.11	Distinguish between and report subjective and objective information.	LAFS1112.RI.1.1 LAFS1112.SL.1.1d LAFS1112.SL.2.4	
13.12	Report relevant information in order of occurrence.	LAFS.910.W.1.2d; LAFS.910.SL.2.4 LAFS.1112.W.1.2d; LAFS.1112.SL.2.4 LAFS1112.RI.1.3	
14.0	Demonstrate legal and ethical responsibilities. – The student will be able to:		SC.912.L.16.10; SC.912.N.1.1
14.01	Discuss the legal framework of the healthcare occupations including scope of practice legislation.	LAFS.910.SL.1.1a,b; LAFS.910.SL.1.2 LAFS.1112.SL.1.1a,b,d; LAFS.1112.SL.1.2 LAFS1112.W.3.9b	
14.02	Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.	LAFS.910.SL.1.1a,b; LAFS.910.SL.1.2 LAFS.1112.SL.1.1a,b;LAFS.1112.SL.1.2 LAFS1112.W.3.9b	

14.03	Demonstrate procedures for accurate documentation and record keeping.	LAFS1112.W.2.6	
14.04	Interpret healthcare facility policy and procedures.	LAFS.910.RI.1.2 LAFS.1112.RI.1.2 LAFS1112.RI.3.8	
14.05	Explain the "Patient's Bill of Rights".	LAFS.910.RI.1.2; LAFS.910.SL.1.1a LAFS.1112.RI.1.2; LAFS1112.RI.3.8 LAFS.1112.SL.1.1a LAFS1112.SL.2.4	
14.06	Identify standards of the Health insurance Portability and Accountability Act (HIPAA).	LAFS.910.RI.1.2 LAFS1112.RI.1.1 LAFS.1112.RI.1.2	
14.07	Describe advance directives.	LAFS.910.W.1.2d LAFS.1112.W.1.2d LAFS1112.RI.1.1 LAFS1112.L.3.6	
14.08	Describe informed consent.	LAFS.910.W.1.2d LAFS.1112.W.1.2d LAFS1112.RI.1.1 LAFS1112.L.3.6	
14.09	Explain the laws governing harassment, labor and employment.	LAFS.910.RI.1.2; LAFS.910.SL.1.1a LAFS1112.RI.1.1 LAFS.1112.RI.1.2; LAFS.1112.SL.1.1a LAFS1112.SL.1.2	
14.10	Differentiate between legal and ethical issues in healthcare.	LAFS.910.RI.3.8 LAFS1112.SL.1.2 LAFS.1112.RI.3.8	
14.11	Describe a code of ethics consistent with the healthcare occupation.	LAFS.910.W.1.2d LAFS1112.RI.1.2 LAFS.1112.W.1.2d	
14.12	Identify and compare personal, professional, and organizational ethics.	LAFS1112.RI.1.3	
14.13	Recognize the limits of authority and responsibility of health care workers including legislated scope of practice	LAFS1112.RI.1.1	
14.14	Recognize and report illegal and/or unethical practices of healthcare workers.	LAFS1112.RI.1.1 LAFS1112.W.2.4 LAFS1112.SL.2.4	

14.15	Recognize and report abuse including domestic violence and neglect.	LAFS1112.RI.1.1 LAFS1112.W.2.4 LAFS1112.SL.2.4	
14.16	Distinguish among the five schedules of controlled substances.	LAFS.910.RI.1.2 LAFS.1112.RI.1.2	
15.0	Demonstrate an understanding of and apply wellness and disease concepts. – The student will be able to:		SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2
15.01	Describe strategies for prevention of diseases including health screenings and examinations.	LAFS.910.W.1.3; LAFS.910.SL.2.4; LAFS.910.SL.2.5; LAFS.910.SL.2.6; LAFS.1112.W.1.3; LAFS.1112.SL.2.4; LAFS.1112.SL.2.5; LAFS1112.RI.1.1	
15.02	Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.	LAFS.910.RI.1.2; LAFS.910.RI.2.4; LAFS.1112.RI.1.2; LAFS.1112.RI.2.4; LAFS1112.RI.3.7; LAFS1112.SL.1.2	
15.03	Identify psychological reactions to illness including defense mechanisms.	LAFS.910.RI.1.2; LAFS.910.RI.2.4; LAFS.1112.RI.1.2; LAFS.1112.RI.2.4; LAFS1112.RI.3.7; LAFS1112.SL.1.2	
15.04	Identify complementary and alternative health practices.	LAFS.910.RI.1.2; LAFS.910.RI.2.4; LAFS.1112.RI.1.2; LAFS.1112.RI.2.4; LAFS1112.RI.3.7; LAFS1112.SL.1.2	
15.05	Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.	LAFS1112.SL.1.1c	
15.06	Explain the basic concepts of positive self image, wellness and stress.	LAFS1112.SL.1.1c	
15.07	Develop a wellness and stress control plan that can be used in personal and professional life.	LAFS1112.W.1.2 LAFS1112.W.2.4	
15.08	Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ( <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> ).	LAFS1112.RI.3.8	

15.09	Recognize the steps in the grief process.		
16.0	Recognize and practice safety and security procedures. – The student will be able to:		SC.912.N.1.1, 6
16.01	Recognize safe and unsafe working conditions and report safety hazards.	LAFS1112.W.4.10	
16.02	Demonstrate the safe use of medical equipment.	LAFS1112.SL.1.1	
16.03	Explain and apply the theory of root- cause analysis	LAFS1112.SL.2.6	
16.04	Identify and describe methods in medical error reduction and prevention in the various healthcare settings.	LAFS1112.RI.1.1	
16.05	Identify and practice security procedures for medical supplies and equipment.	LAFS1112.RI.3.8	
16.06	Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions.	LAFS1112.SL.2.4	
16.07	Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.	LAFS1112.RI.3.7	
16.08	Demonstrate proper body mechanics and ergonomics.	LAFS1112.SL.2.4	
16.09	Demonstrate the procedure for properly identifying patients.	LAFS1112.SL.2.4	
16.10	Demonstrate procedures for the safe transport and transfer of patients.	LAFS1112.SL.2.4	
16.11	Describe fire, safety, disaster and evacuations procedures.	LAFS1112.L.1.1 LAFS1112.RI.1.1	
16.12	Discuss The Joint commission patient safety goals ( <a href="http://www.jointcommission.org">www.jointcommission.org</a> )	LAFS1112.RI.3.7	
17.0	Recognize and respond to emergency situations. – The student will be able to:		SC.912.N.1.1
17.01	Monitor and record vital signs.	MAFS.912.N-Q.1.1 MAFS.912-N-Q.1.2 MAFS.912.N-Q.1.3 MAFS.912.S-ID.1.1 MAFS.912.S-IC.2.6	
17.02	Describe legal parameters relating to the administration of emergency care.	LAFS1112.L.1.1 LAFS1112.RI.3.8	
17.03	Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.	LAFS1112.RI.1.1 LAFS1112.RI.3.7 LAFS1112.L.3.6 LAFS1112.SL.1.2	
17.04	Recognize adverse drug related emergencies and take appropriate first aid action.		
18.0	Recognize and practice infection control procedures. – The student will be able to:		SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

18.01	Define principles of infection control including standard and transmission based precautions.	LAFS1112.L.3.4a, c	
18.02	Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.	LAFS1112L.3.4d LAFS1112.SL.2.4	
18.03	Demonstrate knowledge of surgical asepsis.	LAFS1112L.3.4d LAFS1112.SL.2.4	
18.04	Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.	LAFS1112.RI.3.8 LAFS1112.SL.2.4	
19.0	Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:		SC.912.N.1.1
19.01	Describe technology applications in healthcare.	LAFS1112.SL.1.2	
19.02	Define terms and demonstrate basic computer skills.	LAFS1112.L.3.6	
19.03	Recognize technology applications in healthcare.		
19.04	Interpret information from electronic medical documents.	LAFS1112.SL.2.5 MAFS.912.S-IC.2.6	
19.05	Identify methods of communication to access and distribute data such as fax, e-mail and internet.		
20.0	Demonstrate employability skills. – The student will be able to:		
20.01	Identify personal traits or attitudes desirable in a member of the healthcare team.		
20.02	Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).	LAFS1112.L.2.3 LAFS1112.SL.2.6	
20.03	Identify documents that may be required when applying for a job.		
20.04	Write an appropriate resume.	LAFS1112.W.2.5 LAFS1112.W.2.6 LAFS1112.W.3.8	
20.05	Conduct a job search.	LAFS1112.W.3.8	
20.06	Complete a job application form correctly.	LAFS1112.W.2.5 LAFS1112.W.2.6	
20.07	Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.	LAFS1112.W.3.9b	
20.08	Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.	LAFS1112.W.3.9b	
20.09	Identify acceptable work habits.		
20.10	Recognize appropriate affective/professional behavior.		
20.11	Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).	LAFS1112.W.3.8	

21.0	Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:		SC.912.L.14.6, 52
21.01	Recognize emerging diseases and disorders	MAFS.912.S-IC.1.1 MAFS.912.S-ID.2.5 MAFS.912.S-ID.3.9	
21.02	Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.	LAFS1112.RI.1.2 LAFS1112.RI.3.7	
21.03	Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.	LAFS1112.W.3.7	
21.04	Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.	LAFS1112.RI.1.1 MAFS.912.S-IC.1.1 MAFS.912.S-IC.2.6	
21.05	Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.	LAFS1112.RI.3.8	
21.06	Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.	LAFS1112.RI.3.8	
22.0	Apply basic math and science skills. – The student will be able to:		SC.912.N.1.1
22.01	Draw, read, and report on graphs, charts and tables.	MAFS.912.S-ID.1.1 MAFS.912.S-ID.2.5 MAFS.912.S-ID.2.6 MAFS.912.S-IC.2.6 MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3	
22.02	Measure time, temperature, distance, capacity, and mass/weight.	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3	
22.03	Make, use and convert using both traditional and metric units.	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3	
22.04	Make estimations and approximations and judge the reasonableness of the result.	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3	
22.05	Convert from regular to 24 hour time.	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3	
22.06	Demonstrate ability to evaluate and draw conclusions.	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3 LAFS1112.W.3.7	

22.07	Organize and communicate the results obtained by observation and experimentation.	MAFS.912.N-Q.1.1 MAFS.912.N-Q.1.2 MAFS.912.N-Q.1.3 LAFS1112.SL.2.4 LAFS1112.W.2.4	
22.08	Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.	LAFS1112.SL.2.4 LAFS1112.W.2.4	
22.09	Calculate ratios.		



**Florida Department of Education  
Student Performance Standards**

**Course Title:**        **Emergency Medical Responder 3**  
**Course Number:**   **8417171**  
**Course Credit:**     **1**

**Course Description:**

This course prepares students to be employed as Emergency Medical Responders. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for a Emergency Medical Responder, demonstrating correct medical procedures for various emergency situations, proficiency in the appropriate instruments used, as well as a foundation in the musculo-skeletal system of the body.

<b>Florida Standards</b>		<b>Correlation to CTE Program Standard #</b>
23.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Emergency Medical Responder.	
23.01	Key Ideas and Details	
23.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
23.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
23.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
23.02	Craft and Structure	
23.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
23.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	

23.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
23.03	Integration of Knowledge and Ideas	
23.03.1	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. LAFS.1112.RST.3.7	
23.03.2	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. LAFS.1112.RST.3.8	
23.03.3	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. LAFS.1112.RST.3.9	
23.04	Range of Reading and Level of Text Complexity	
23.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
23.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
24.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Emergency Medical Responder .	
24.01	Text Types and Purposes	
24.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
24.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
24.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
24.02	Production and Distribution of Writing	

24.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
24.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
24.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
24.03	Research to Build and Present Knowledge	
24.03.1	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. LAFS.1112.WHST.3.7	
24.03.2	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. LAFS.1112.WHST.3.8	
24.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
24.04	Range of Writing	
24.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
25.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Emergency Medical Responder.	
25.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
25.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
25.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	

25.04	Model with mathematics.	MAFS.K12.MP.4.1	
25.05	Use appropriate tools strategically.	MAFS.K12.MP.5.1	
25.06	Attend to precision.	MAFS.K12.MP.6.1	
25.07	Look for and make use of structure.	MAFS.K12.MP.7.1	
25.08	Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
26.0	Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder--The student will be able to:		SC.912.L.17.16; SC.912.P.8.10, 11; SC.912.P.10.21; SC.912.P.12.1, 3, 5
26.01	Describe the role of Emergency Medical Responder as a member of the EMS Team.	LAFS.1112.RI.4.10, LAFS.1112.W.4.10, LAFS.1112.W.1.2, LAFS.1112.SL.2.4, LAFS.1112.W.2.4, LAFS.1112.L.1.1, LAFS.1112.L.1.2	
26.02	List and describe the responsibilities of the Emergency Medical Responder for the provision of pre-hospital emergency care within the local EMS system.	LAFS.1112.RI.4.10, LAFS.11.12.W.4.10, LAFS.1112.W.1.2, LAFS.1112.SL.2.4, LAFS.1112.W.2.4, LAFS.1112.L.1.1, LAFS.1112.L.1.2, LAFS.1112.RI.2.4, LAFS.1112.RI.3.7	
26.03	Describe principles of safely operating a ground ambulance.	LAFS.1112.RI.4.10, LAFS.11.12.W.4.10, LAFS.1112.W.1.2, LAFS.1112.SL.2.4, LAFS.1112.W.2.4, LAFS.1112.L.1.1, LAFS.1112.L.1.2, LAFS.1112.RI.2.4, LAFS.1112.RI.3.7	

26.04	Understand the guidelines of operating safety in and around a landing zone during air medical operations and transport.	LAFS.1112.RI.2.4, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.2, LAFS.1112.L.3.4, LAFS.1112.L.3.6	
26.05	Implement appropriate Joint Commission patient safety goals.	LAFS.1112.RI.2.4, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.2, LAFS.1112.L.3.4, LAFS.1112.L.3.6	
26.06	Discuss and demonstrate Hazardous Waste Operations and Emergency Response (HAZWOPER) standard, 29 CFR 1910.120 (q)(6)(i) –First Responder Awareness Level <a href="http://www.hazwopercertification.net/">http://www.hazwopercertification.net/</a>	LAFS.1112.RI.2.4, LAFS.1112.SL.1.1, LAFS.1112.SL.1.2, LAFS.1112.SL.1.2, LAFS.1112.L.3.4, LAFS.1112.L.KL.3.6  MAFS912.N-Q.1.3	
27.0	Demonstrate an ability to communicate effectively as part of the EMS team--The student will be able to:		
27.01	Demonstrate the proper procedure for the transfer of patient care to other EMS personnel.	LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.L.1.1, LAFS.1112.L.3.4, LAFS.1112.L.3.6	
27.02	Describe information regarding a patient's condition and treatment that need to be communicated.	LAFS.1112.L.1.1, LAFS.1112.L.3.4, LAFS.1112.L.3.6	
27.03	Communicate the Emergency Medical Responder's observations and actions to whomever patient care is transferred.	LAFS.1112.L.1.1, LAFS.1112.L.3.4, LAFS.1112.L.3.6	
27.04	Describe and apply the principles of communicating with patients in a manner that achieves a positive relationship.	LAFS.1112.L.1.1, LAFS.1112.L.3.4, LAFS.1112.L.3.6	
27.05	Recognize simple medical prefixes, suffixes and combining words.	LAFS.1112.L.1.1, LAFS.1112.L.3.4, LAFS.1112.L.3.6	
28.0	Demonstrate an understanding of medicolegal aspects--The student will be able to:		SC.912.L.16.10

28.01	Describe and demonstrate an understanding of the medicolegal aspects of a Emergency Medical Responder's provision of emergency medical care in the jurisdiction having authority, including, but not limited to, duty to act, standard of care, consent to care, forcible restraint, abandonment, documentation and any applicable Good Samaritan Laws.	LAFS.1112.RI.4.10, LAFS.11.12.W.4.10, LAFS.1112.W.1.2, LAFS.1112.SL.2.4, LAFS.1112.W.2.4, LAFS.1112.L.1.1, LAFS.1112.L.1.2, LAFS.1112.L.1.1, LAFS.1112.L.3.4, LAFS.1112.L.3.6	
28.02	Practice within medicolegal standards.		
29.0	Determine and record vital signs of a sick or injured person–The student will be able to:		SC.912.L.14.39, 40; SC.912.P.12.12
29.01	Determine and record skin color, temperature and moistness.	LAFS.1112.L.3.4, LAFS.1112.L.3.6, LAFS.1112.SL.1.2, LAFS.1112.SL.2.4	
29.02	Demonstrate ability to accurately measure and record vital signs including manual blood pressure.	LAFS.1112.L.3.4, LAFS.1112.L.3.6  MAFS.912.N-Q.1.1, . 1.3	
30.0	Use medical identification devices–The student will be able to:		
30.01	Identify the most commonly used medical identification devices.	LAFS.1112.L.3.6	
30.02	Apply the information contained on or in the medical identification devices to patient assessment and patient care procedures.	LAFS.1112.L.3.6, LAFS.1112.SL.1.2	
31.0	Conduct a primary assessment of problems that are a threat to life if not corrected immediately–The student will be able to:		SC.912.L.14.25
31.01	Determine and record the level of consciousness of the injured person.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
31.02	Assess for an inadequate airway, inadequate respiration's, inadequate circulation and profuse bleeding.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
31.03	Recognize when immediate correction is necessary.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
31.04	Assess patient and determine if the patient has a life threatening condition.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
31.05	Use spinal precautions as appropriate	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	

32.0	Demonstrate BLS procedures–The student will be able to:		SC.912.L.14.36, 37; SC.912.P.10.15
32.01	Establish and maintain an open airway using both manual and mechanical airway techniques.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
32.02	Restore breathing and circulation by means of cardiopulmonary resuscitation (CPR).	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
32.03	Demonstrate proficiency in the use of an automated external defibrillator (AED).	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
33.0	Recognize and control bleeding–The student will be able to:		SC.912.L.14.34, 40
33.01	Identify items that can be used to control external bleeding and minimize the contamination of open wounds.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
33.02	Apply pressure dressings that will control bleeding and minimize the contamination of open wounds.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
33.03	Identify the likelihood of internal bleeding through observations of signs, symptoms and mechanisms of injury.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
33.04	Care for a patient who exhibits the signs and symptoms of internal bleeding.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
34.0	Recognize and control shock–The student will be able to:		SC.912.P.10.15
34.01	Recognize the likelihood that shock may occur or be present on the basis of patient assessment and observation of a mechanism of injury.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
34.02	Provide anti-shock measures as a part of routine patient care.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
35.0	Understand the importance of emergency medications–The student will be able to:		SC.912.L.14.44
35.01	Understand the advantages, disadvantages and techniques of self and peer administration of an intramuscular injection by Auto injector.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.1.1, LAFS.1112.RI.3.7	
35.02	Describe the names, effects, Indications, routes of administration and dosages for specific medications (I.E Chemical Antidote Auto injector Devices).	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6  MAFS.912.N-Q.1.3	

36.0	Demonstrate understanding of airway management, respiration and artificial ventilation–The student will be able to:		SC.912.L.14.43
36.01	Apply knowledge of Anatomy and Physiology to airway management procedures (I.E. Oxygenation and perfusion)	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
36.02	Understand the pathophysiology of respiratory dysfunction.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
36.03	Use available mechanical devices to assure the maintenance of an open airway and assist ventilation (i.e. pocket mask, Bag-valve mask, Sellick's maneuver)	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
36.04	Demonstrate proficiency in supplemental oxygen therapy including portable oxygen cylinder and oxygen delivery devices.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
36.05	Describe and demonstrate airway management utilizing of upper airway suctioning.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
37.0	Provide secondary assessment–The student will be able to:		SC.912.N.1.1
37.01	Conduct a methodical head-to-toe physical examination to discover conditions not found during the primary assessment.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
37.02	Interview the sick or injured person to obtain facts relevant to the person's condition.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.SL.1.3	
37.03	Interview co-workers, witnesses, family members, or other individuals to obtain facts relevant to the person's condition.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.SL.1.3	
38.0	Identify musculo-skeletal injuries–The student will be able to:		SC.912.L.14.12, 25, 28; SC.912.P.12.3
38.01	Identify the various types of musculo-skeletal injuries.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.L.3.6	
38.02	Immobilize and otherwise care for suspected fractures, dislocations, sprains and strains with available supplies and equipment, including commercially available and improvised devices.	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	



39.0	Demonstrate proper immobilization of an Cervical/Spinal injury–The student will be able to:		SC.912.L.14.13, 14, 25, 28
39.01	Identify need for spinal immobilization	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
39.02	Maintain in-line immobilization of cervical spine	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
39.03	Place proper fitting rigid extrication-type cervical collar	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
39.04	Place patient in supine position on full length spine board	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
39.05	Secure patient to immobilization device	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
40.0	Demonstrate proper extremity immobilization as well as other immobilization for other injuries (pelvis, ribs)–The student will be able to:		SC.912.L.14.12, 13, 14
40.01	Identify need for extremity immobilization	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
40.02	Assesses motor, sensory, and distal circulation in extremities	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
40.03	Place proper fitting splint on extremity	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
40.04	Reassesses motor, sensory, and distal circulation in extremities	LAFS.1112.SL.1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
41.0	Provide emergency evacuation and transfer of a sick and/or injured person–The student will be able to:		SC.912.N.1.1

41.01	Describe situations when a person should be evacuated or transferred.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7, LAFS.1112.RI.4.10, LAFS.11.12.W.4.10, LAFS.1112.W.1.2, LAFS.1112.SL.2.4, LAFS.1112.W.2.4, LAFS.1112.L.1.1, LAFS.1112.L.1.2	
41.02	Use the most appropriate assist, drag or carry (alone or with a partner) to move a sick or injured person from a dangerous location to a safe place.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
41.03	Maintain safety precautions during evacuation and transfer.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
42.0	Identify and provide initial care for a sick and/or injured patient–The student will be able to:		SC.912.L.14.2, 6, 21, 24, 29, 30, 32, 38, 39, 44, 46, 49, 50, 51
42.01	Identify and care for patients with non-traumatic chest pain, utilizing patient assessment.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
42.02	Identify and care for patients experiencing respiratory distress, utilizing patient assessment.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
42.03	Identify and care for patients experiencing a diabetic emergency, utilizing patient assessment.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
42.04	Identify and care for a patient who is experiencing a seizure, utilizing patient assessment.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
42.05	Identify and care for a patient who has ingested, inhaled, absorbed or been injected with a poisonous substance.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
42.06	Identify and care for a patient who is in an altered state of consciousness, utilizing patient assessment.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	

42.07	Identify and care for a patient who is experiencing a stroke, utilizing patient assessment.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
42.08	Identify and care for a patient who has a foreign body in the eye, utilizing patient assessment.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
42.09	Identify and care for a patient with thermal, chemical, or electrical burns, determining the severity including degree, body surface area, type, and location.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
42.10	Identify and care for a patient suffering from an environmental emergency including heat cramps, heat exhaustion, heat stroke, and frostbite, utilizing patient assessment.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
43.0	Identify and care for patients who are in special situations—The student will be able to:		
43.01	Identify patients who have special needs.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6, LAFS.1112.RI.3.7	
43.02	Care for injured/ill children.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
43.03	Care for the injured/ill elderly.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
43.04	Care for the injured/ill physically disabled.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
43.05	Care for the injured/ill developmentally disabled.	LAFS.1112.SL1.2, LAFS.1112.SL.2.4, LAFS.1112.SL.2.6	
44.0	Provide triage to victims of multiple casualty incidents—The student will be able to:		
44.01	Categorize the victims of multiple casualty incidents according to the severity of injury or illness on the basis of patient assessments.	LAFS.1112.RI.3.7, LAFS.1112.SL.1.1, LAFS.1112.SL.1.3, LAFS.1112.SL.2.4	
44.02	Use triage tags or other identification devices available locally to indicate priorities for pre-hospital emergency care and transportation to medical facilities.	LAFS.11.12.L.3.6	

44.03	Work as a member of a team to perform triage at locations of multiple casualty incidents.	LAFS.1112.SL.1.1, LAFS.1112.SL.1.3	
44.04	Work as a member of a team to perform patient assessments at locations of multiple casualty incidents.	LAFS.1112.SL.1.1, LAFS.1112.SL.1.3	
44.05	Work as a member of a team to carry out patient care procedures at the locations of multiple casualty incidents.	LAFS.1112.SL.1.1	
44.06	Demonstrate knowledge of the operating procedures during a terrorist event or during a natural or man-made disaster.	LAFS.1112.RI.3.7	
45.0	Recognize life-threatening situations–The student will be able to:		
45.01	Take steps to minimize the chance of injury or death to all involved when confronted with a potentially life-threatening situation on the basis of an assessment of a scene.	LAFS.1112.SL.1.2	
46.0	Recognize entrapment situations–The student will be able to:		SC.912.P.10.3
46.01	Identify accident-related hazards and undertake hazard control measures consistent with the capabilities of the Emergency Medical Responder and available equipment.	LAFS.1112.SL.1.2	
46.02	Use available equipment safely to gain access to persons who are entrapped.	LAFS.1112.SL.1.2	
46.03	Use available equipment safely to disentangle persons from mechanisms of entrapment.	LAFS.1112.SL.1.2	
47.0	Assist with emergency childbirth–The student will be able to:		SC.912.L.14.33, 41
47.01	Evaluate a mother to determine whether delivery is imminent.	LAFS.1112.SL.1.2	
47.02	Assist with a normal delivery.		
47.03	Care for the mother and baby.		
47.04	Identify abnormal childbirth situations and care for the mother and baby within the Emergency Medical Responder's capabilities.	LAFS.1112.SL.1.2	
48.0	Identify critical incident stressors–The student will be able to:		SC.912.L.14.52, SC.912.L.16.8
48.01	Identify stressors which may affect the performance of a Emergency Medical Responder.	LAFS.1112.SL.1.2	
48.02	Identify stressors which may affect the behavior of a sick or injured person.	LAFS.1112.SL.1.2	
48.03	Carry out procedures to minimize critical incident stress.		

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**This program requires a clinical component of approximately 50% the length of the program.**

### **Special Notes**

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science 1.**

**For those students entering the 9<sup>th</sup> grade prior to 2011, Health Science 1 and Health Science 2 may be substituted for one science credit in Anatomy and Physiology (2000350). For students entering the 9<sup>th</sup> grade after 2011-2012, this substitution is no longer valid. Please refer to the Narrative Section of the Course Code Directory for more information. <http://www.fldoe.org/articulation/CCD/default.asp>**

Following the completion of Health Science 1 and Health Science 2, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

In order for students to take the NREMT003 Emergency Medical Responder exam the program must be approved by the National Registry for Emergency Medical Technicians. To receive approval from NREMT each program must be "authorized" by the Bureau of Emergency Medical Services (EMS) by completing the instructor qualifications form required by Bureau of EMS.

The Emergency Medical Responder instructor shall issue to each student documentation of successful course completion which shall include date of issuance, student's name, name of sponsoring agency (DOE), name of training agency, and instructor's printed name and signature, plus the wording "issued pursuant to section 401.435 F.S." The instructor must also maintain on file following course completion, a roster listing the names of students who successfully completed the course, the dates and location of the course, and the name of the instructor.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

### **Career and Technical Student Organization (CTSO)**

HOSA: Future Health Professionals is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).