

Curriculum Guide

Teams of teachers worked this past year to create curriculum guides for several program areas. The purpose of these guides is to help teachers and students determine what content should be taught in each program area based on the state assessments and experts in the teaching field. On page two you will find an explanation of how to use the curriculum guides.

These guides are always evolving. Questions that were written this summer have not been added to this guide but will be throughout the year.

Our overall goal is that teachers have a better understanding of what the standards and measurement criteria mean and what concepts are being tested on. Where it might have been vague in the past we hope the Curriculum Guides better defines the content. Lesson on the wiki are being updated to align to the assessment (and certifications is applicable).

The guides will be disseminated as they are completed by the teams of teachers. Thank you to the educators below that had involvement at various levels to make these possible:

Andrew Jordan	Julie Stockwell	Reta Yanik
Angel (Sonny) Rodriguez	Kalea Taylor	Rhonda Sykes
Angela Stutz	Kenton Webb	Shea Padilla
Bonnie Perkins	Kevin Elinski	Sheryl McCully
Bruce Vivers	Kevin Lukefahr	Sonia Saenz
Bruce Watkins	Leon Hanhardt	Stacy Hatton
Carole Whitlock	Lora Zimmer	Lee Jessen
Chelsea Inmon	Lynda Guetter	Curt Bertelsen
Cindy Nixon	Marcia Cameron	Tammy Bonner
Daniel Hurst	Mark Adams	Lauren Moraga
Darrell Kidd	Marlo Loria	Julie Fuhrmann,
Dawn Cheatham	Mary Mangan	Jennifer Pierpont
Elizabeth (Beth) Pietro	Melanie Alexander	Andrew Lamer
Ginnie Strait	Michele Hemmerlin	Brady Mitchell
Jennifer Ray	Oscar Olivas	Jennifer Brooks
Jonathan Yazzie	Patti Pastor	Andrew Kuntz
Joy Schaefer	Regina Santaniello	Becky Yim
	Devon Wells	

Curriculum Guide Explanation

6.0 ANALYZE HUMAN BODY SYSTEMS FOR COMMON CONDITIONS, DISORDERS AND CARE				
Measurement Criteria	Content	Implementation	Terminology	Testing Item
6.1	Describe the characteristics of homeostasis		Homeostasis	X
6.2	Identify the function, structure, common health problems, and age-related changes of the integumentary system (e.g., bruises, skin tears, rashes, decubitus ulcers, shingles, lice/scabies, gangrene)	Turning helps prevent pressure ulcers	Bruises Skin Tears Rashes Decubitus Ulcers Shingles Lice Scabies Gangrene Contusion Laceration	X
		Prevention strategies and care of ulcers Stages of decubitus ulcers, pressure sores, bed sores, pressure ulcer		
6.3	Identify the function, structure, common health problems, and age-related changes of the musculoskeletal system (e.g., arthritis, osteoporosis, fractures, amputations, muscle atrophy, joint replacement)	Situation: Cast is on the arm what should be done if fingers are pale and can't be moved? Tell the nurse Situation When does a patient need to put a pillow between the	Atrophy Arthritis Osteoporosis Fractures Amputations Muscle atrophy Musculoskeletal	x

1. Standard- This is the State Standard
2. Measurement Criteria- Measurement Criteria as defined by the State Technical Standards
3. Content - This is the area that teachers looked at the Measurement Criteria in the State Technical Standards. They decided as teams if it needed more clarification or the Measurement Criteria was adequate as is. Some may look identical to the Measurement Criteria some may not.
4. Implementation- This the content that should be taught.
5. Terminology - These are vocabulary words that should be taught. Definition are at the end of the document
6. Testing Item- The "x" in this box indicates that this material is already on the State Technical Assessment.
7. Testing Item - This is content that should be taught based on teacher input or perhaps what is on a certification test (Such as the CNA test) No "x" indicates it is not currently a testing item on the State Technical Assessment but will be as more items are added to the bank.

Questions should be directed to
 Lisa Doll ldoll@pimajted.org or your
 state supervisor

August 2014