

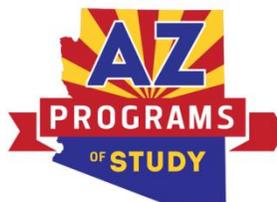
Curriculum Guide Instructions

Teams of teachers have worked the past few years to create curriculum guides for various 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. As questions are written we add them to this guide.

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 if applicable).

The guides will be disseminated as they are completed by the teams of teachers. Thank you to the CTE Directors who directly helped and/or who have supported this process. Thank you to the numerous teachers for their enthusiasm and expertise to complete these documents. In addition, these documents are available to all districts through the Program of Study partnership with the Arizona Department of Education.



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 may be as more items are added to the bank.

Questions should be directed to
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 state supervisor

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