Health Science 3
Grades 11-12

Units of Credit: One Semester (Elective)

Prerequisites: Health Science 2

Course Description:
Health Science 3 is designed to integrate the skills and knowledge acquired in Health Science 1 and Health Science 2 and apply them in real-life health care settings. The emphasis of this course is to provide students with as many hands-on opportunities as possible and to connect students to the medical community. Job shadows will be available throughout the semester.

Topics:
- Diseases and disorders
- Healthcare Delivery Systems
- Information Technology
- CPR and first aid
- Current health care issues

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

STANDARD 1: Students experience various career opportunities and assess personal career pathways.
Benchmark 1:
Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.
Learning Targets (*Type*):
1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. *(S)*
2. I can formulate tentative career goals. *(R)*
3. I can evaluate approaches for meeting my goals. *(R)*
Benchmark 1:
Utilize local resources to research career plans.
Learning Targets (*Type*):
1. I can identify local resources to develop career plans. *(K)*
2. I can contact my school career counselor or teacher to pursue career pathways. *(S)*
Benchmark 1:
Recognize the interrelationships of family, community, career, and leisure roles.
Learning Targets (*Type*):
1. I can describe the importance of balance between family and community in regards to career and leisure activities. *(K)*
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. *(R)*

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)
Benchmark 1:
Prepare a budget and keep financial records.
Learning Targets (*Type*):
1. I can research and report cost of materials and time. *(R,S)*
2. I can document financial inputs and outputs. *(S)*
3. I can identify the necessity to maintain accurate financial records. *(K)*
4. I can stay within a fixed budget. *(S,P)*
Benchmark 2:
Prioritize, allocate time, prepare and follow schedules to complete a project.
Learning Targets (*Type*):
1. I can estimate the required time to complete a project. *(R)*
2. I can prioritize resources, equipment and tasks. *(R)*
3. I can reflect upon completion. *(K)*
Benchmark 3:
Apply appropriate time to task.
Learning Targets (*Type*):
1. I can implement a time schedule for task completion. *(S)*
Benchmark 4:
Use physical resources wisely to accomplish a goal.
Learning Targets (*Type*):
1. I can identify the resources necessary to accomplish the task. *(K)*
2. I can maintain the tools of the trade. *(S)*
3. I can maximize the use of my resources. *(S)*

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.
Benchmark 1:
Demonstrate active leadership skills by participation in group activities and projects.
Learning Targets (*Type*):
1. I can investigate various leadership styles. *(R)*
2. I can apply leadership styles in group activities and projects. *(R)*
Benchmark 2:
Demonstrate positive personal and work ethics.
Learning Targets (*Type*):
1. I can show up for class and work on time. *(S)*
2. I can develop personal and work related goals. *(K,P)*
3. I can describe ethical behavior in the workplace. *(K)*
Benchmark 3:
Demonstrate skills to be a productive citizen.
Learning Targets (*Type*):
1. I can develop professional relationships with community members. *(S)*
2. I can contribute to my community in a positive manner. *(S,P)*
Benchmark 4:
Apply self-esteem building practices.

Learning Targets (*Type*):
1. I can define and provide evidence of my strengths in my career interest areas. *(K,S)*
2. I can persevere through set backs and stay focused on my goals. *(S)*

Benchmark 5:
Demonstrate appreciation for diverse perspective needs and characteristics.
Learning Targets (*Type*):
1. I can develop a working relationship with diverse populations. *(K,S)*
2. I can demonstrate communication skills that contribute to positive relationships. *(S)*
3. I can work to understand diverse points of view. *(R)*

Benchmark 6:
Practice several methods of effective communication.
Learning Targets (*Type*):
1. I can demonstrate good listening skills. *(S)*
2. I can effectively communicate verbally through collaborative projects. *(S,P)*
3. I can develop quality written professional communications. *(P)*

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.
Benchmark 1:
Practice technical skills and procedures required for an occupation.
Learning Targets (*Type*):
1. I can describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment). *(K)*
2. I can recognize emerging diseases and disorders. *(K)*
3. I can discuss complementary/alternative health practices as they relate to disease prevention and treatment. *(S)*
4. I can analyze legal responsibilities and limitations. *(R)*
5. I can explain practices that could result in malpractice, liability, and/or negligence. *(K)*
6. I can apply standards for Health Insurance Portability and Accountability Act (HIPAA). *(S)*
7. I can recognize common threats to confidentiality. *(K)*
8. I can summarize the Patient's Bill of Rights. *(K)*
9. I can understand informed consent. *(K)*
10. I can compare licensure, certification, registration, and legislated scope of practice. *(R)*
11. I can apply skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid. (*S)*

Benchmark 2:
Practice safe and appropriate use of technology.
Learning Targets (*Type*):
1. I can communicate using technology (fax, e-mail, and Internet) to access and distribute data and other information. (*K,S)*
2. I can recognize technology applications in healthcare. *(K)*
3. I can execute the use of software, hardware, and internet. *(S)*

Benchmark 3:
Select the appropriate tools, equipment, and procedures for the task.
Learning Targets (*Type*):

1. I can identify tools and equipment used in healthcare. *(K)*

Benchmark 1:
Manage and maintain technological tools and follow troubleshooting protocol.
Learning Targets (*Type*):
1. I can demonstrate the proper way to use and store tools and equipment in healthcare. (*S*)

Benchmark 5:
Apply technical information to a variety of sources.
Learning Targets (*Type*):
1. I can understand healthcare delivery system (public, private, government, and non-profit). *(K)*
2. I can explain factors influencing healthcare delivery systems. *(K)*
3. I can describe responsibilities of consumers within the healthcare system. *(K)*
4. I can explain the impact of emerging issues such as technology, epidemiology, bioethics, and socioeconomics on healthcare delivery systems. *(K)*
5. I can discuss common methods of payment for healthcare. *(S)*
6. I can apply procedures for accurate documentation and record keeping. *(S)*
7. I can interpret healthcare facility policies and procedures. *(R)*

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.
Benchmark 1:
Practice and demonstrate academic and technical skills to a workplace setting.
Learning Targets (*Type*):
1. I can practice, and demonstrate my technical workplace skills in my school lab. *(S)*
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. *(R,S,P)*

Benchmark 2:
Apply the concepts of entrepreneurship.
Learning Targets (*Type*):
1. I can explain the concepts of entrepreneurship. *(K)*
2. I can demonstrate the concepts of entrepreneurship through a unique project. *(R,S)*
3. I can present my unique project to an authentic audience. *(S,P)*

Benchmark 3:
Identify possible outcomes and consequences of decisions.
Learning Targets (*Type*):
1. I can identify possible consequences of carelessness and horseplay. *(K)*
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). *(R)*

Benchmark 4:
Use acceptable industry standard equipment in a school setting.
Learning Targets (*Type*):
1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. *(S,R,P)*