eDynamicLearning
CAREER & ELECTIVE COURSES

Course Title: Anatomy & Physiology 1A1B

State: WA
State Course Title: Anatomy & Physiology
State Standards: CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS – Exploratory
Date of Standards: 2023

Percentage of Course Aligned: 85%

Standards	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
1. Demonstrate application of the state and national core content standards in the context of preparing for living, learning and working.							
1.1 Each CTE course will apply and contextualize state and national core content standards.	Anatomy and Physiology 1a: Introduction	Unit 2: Organization and Maintenance Mechanisms	Lessons 1-4	Throughout the unit, students explore the NGSS core idea LS1.A: Structure and Function by understanding that the human body has a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. Students also begin their exploration of homeostasis and that feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range.	Critical Thinking #1, 3, Activity, Cumulative Project 2, Discussion 1	This standard is fully met throughout the course as the core ideas of Anatomy and Physiology are integrated with science and engineering practices such as planning and designing investigations, and key cross-cutting concepts of science such as cause-and-effect, systems and change.	Fully Met
2. Demonstrate foundational and career cluster specific skills required to meet current industry or nationally defined standards.							
2.1 Each CTE course will teach to current industry or nationally defined standards, as evidenced in the curriculum frameworks, endorsed by local program specific advisory committees, and approved by the CTE program supervisors at OSPI.	Anatomy and Physiology 1a: Introduction	Unit 2: Organization and Maintenance Mechanisms	Lesson 5	In this lesson, students learn to identify body planes, directional terms, cavities, and quadrants in preparation for a health science career in order to meet NCHSE standard 2.2A.	Critical Thinking #5	The entire course is aligned to the National Consortium for Health Science Education (NCHSE) Standards.	Fully Met
2.2 CTE courses will incorporate curriculum focused on the interrelationships of family, career, and community roles and responsibilities.	Anatomy & Physiology 1b: Regulation, Maintenance and Reproduction	Unit 8: Your Future in Health Care	Activity 1	After learning about healthcare careers in the unit and throughout the course, students identify resources they can use in their community to learn more about their future career such as mentors and internships, and come up with a plan to access those resources.	Activity 1		Fully Met
2.3 Each CTE course will include extended learning into the, community/family, and business/industry. Extended learning is managed and supervised by certified CTE teachers	Anatomy and Physiology 1a: Introduction	Unit 6: The Nervous System	Cumulative Project 5	In this activity, students design and perform a field investigation in their home or community.	Cumulative Project 5	Investigative activities to be completed outside of the classroom are integrated throughout both courses.	Fully Met
2.4 CTE courses must be taught by a certified CTE teacher with appropriate certification, knowledge, skills and occupational experience.							
2.4.a After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years							Not Met
2.5 Each CTE course will provide safe and appropriate environments that support CTE program standards.							
2.5.a Laboratories and equipment are appropriate to and support the OSPI approved curriculum framework and industry training procedures.	Anatomy and Physiology 1a: Introduction	Unit 2: Organization and Maintenance Mechanisms	Lesson 3, Cumulative Project 2	Students understand and apply laboratory safety practices.	Cumulative Project 2	Safety practices and standards are integrated in each investigative activity of the course. Activities are designed to be completed in a classroom or home setting with basic materials.	Fully Met
2.5.b Facilities and equipment meet or exceed the related federal, state and county safety standards.	Anatomy and Physiology 1a: Introduction	Unit 2: Organization and Maintenance Mechanisms	Cumulative Project 2	Applying safety practices and using safety equipment as appropriate, students perform an enzyme activity lab in their home or in a classroom laboratory environment.	Cumulative Project 2	Safety recommendations are in line with the National Science Teacher's Association safety position statement and were developed based on the guidelines of the Texas Education Agency.	Fully Met
2.5.c Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development.	Anatomy and Physiology 1a: Introduction	Unit 2: Organization and Maintenance Mechanisms	Cumulative Project 2	Students apply safety considerations to perform an enzyme activity lab in their home or in a classroom laboratory environment.	Cumulative Project 2	All course activities are designed to be completed safely and appropriately in a classroom or home setting with basic materials.	Fully Met

2.6 Curriculum is based on occupational needs and is developed and maintained in consultation with program specific advisory committees.	Anatomy & Physiology 1b: Regulation, Maintenance and Reproduction	Unit 8: Your Future in Health Care	Lesson 2	Students learn to identify components of an electronic health record (EHR) and/or electronic medical record (EMR) and create electronic documentation that reflects timeliness, completeness, and accuracy to prepare for their future occupation.	Critical Thinking #5	The course is aligned to the National Consortium for Health Science Education (NCHSE) Standards to develop health science professionals and incorporates instruction throughout that will develop students for a future healthcare occupation.	Fully Met
3. Demonstrate knowledge of career options within the related career clusters. **3.1 Curriculum related to foundational knowledge and skills of a broad range of career options in a related program of study.**							
3.1.a These learning experiences include exploration of traditional and nontraditional careers in the program of study ranging from entry to professional level positions.	Anatomy & Physiology 1b: Regulation, Maintenance and Reproduction	Unit 8: Your Future in Health Care	Lesson 1	Students explore various pathways in health science careers related to their interests, as well as the education and skill requirements for each.	Activity 1, Discussion 1	Throughout the course, students are exposed to a variety of careers in the "A Day in the Life" sections integrated into each unit. As each body system is explored, students learn about a career related to that system, such as optometry assistant, medical assistant, dietician and nurse practitioner.	Fully Met
4. Demonstrate leadership skills and employability skills. **4.1 Leadership and employability skill development for all students is a required and integral component of all CTE courses.**							
4.1.a These leadership and employability skills are identified in the CTE Core Leadership Skills document, the CTE Core Employability Skills document and/or 21st Century Skills document	Anatomy & Physiology 1b: Regulation, Maintenance and Reproduction	Unit 8: Your Future in Health Care	Lesson 4	In this lesson, students explore clear, concise and effective verbal and non-verbal communication for healthcare workers. They also look at teamwork in a healthcare setting and understand how to apply confidentiality and follow HIPAA regulations in patient care.	Critical Thinking #1, 2, 5	Throughout the course, students are taught employability skills such as creativity, innovation, critical thinking, problem solving, communication, collaboration, responsibility, and information literacy.	Fully Met
4.1.b All students demonstrate leadership and employability skills integrated in the approved curriculum framework and applied in real-world family, community, business/industry applications.	Anatomy & Physiology 1b: Regulation, Maintenance and Reproduction	Unit 2: The Cardiovascular System II: The Heart	Activity 2	In this activity, students demonstrate employability skills by applying some of the common cardiovascular system measures used by healthcare workers in a clinical setting: heart rate and blood pressure.	Activity 2		Fully Met
4.1.c These skills are developed and practiced at the highest professional level through integration of aligned state-recognized Career and Technical Student Organizations (CTSOs).						CTSOs are not integrated into the course.	Not Met
4.1.d Locally developed leadership plans must demonstrate that these skills are developed and practiced at the highest level through classroom integration of individual, group and community programs and activities.	Anatomy & Physiology 1b: Regulation, Maintenance and Reproduction	Unit 8: Your Future in Health Care	Activity 1, Activity 2, Final Cumulative Project	In these activities, students demonstrate their ability to perform individual and collaborative projects using the employability skills learned in the course. For example, in the Final Cumulative Project, students make real-world connections of their student-designed experiment, then present their results and discuss them with others.	Activity 1, Activity 2, Final Cumulative Project	Employability skills are addressed throughout the course.	Fully Met