

**Maine Department of Education  
Career and Technical Education**

**Allied Health Occupations-CIP: 51.0000**

**Certified Nursing Assistant (CNA)m**

**and**

**American Medical Technologists Medical Assisting (AMT)**

**Intersections with**

**Maine College and Career Readiness Standards-English Language Arts**

Duties, Skills, and Tasks Certified Nursing Assistant; Medical Assistant	English Language Arts Standards- Reading, Writing, Speaking & Listening (CCSS)	Demonstration of Proficiency (possible projects, evidence, performance assessment, etc.)	Maine Learning Results- Guiding Principles And Career and Education Development (Optional)
<b>Certified Nursing Assistant (CNA)</b>			
<b>1. Entering the Health Care and Human Service Fields</b>			
<p>a. Describe the different kinds of health care and human service programs available to consumers.</p> <p>b. Describe the important values in health care and human services.</p> <p>c. Describe the scope of career options within the health care and human service systems (e.g., the types of employment available).</p>	<p><b>RST 2.11-12</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RST 4.11-12</b> 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.</p> <p><b>RST 5.11-12</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<ul style="list-style-type: none"> <li>• Maine State Board of Nursing CNA Exam</li> <li>• Present career exploration project (PowerPoint, paper, poster, brochure, etc.)</li> <li>• Cumulative Portfolio</li> <li>• Medical Condition Project</li> <li>• Computer HealthCurrent Events Article Big Idea</li> <li>• Medical abbreviations and terminology used in healthcare fields</li> <li>• Review Questions, Journaling, Visual Supporting Lecture (PowerPoint), and Workbook Activity Based on Structure of the Text</li> </ul>	<p>A. A clear and effective communicator.</p> <p>B. Self-directed and lifelong learner.</p> <p>C. Creative and practical problem solver.</p> <p>D. A responsible and involved citizen.</p> <p>E. An integrative and informed thinker.</p> <hr/> <p>A1.a-b A2.a-b A3.a-j B1 B2.a-f B3 C1.a-c C2 C3 C4</p>

<b>Duties, Skills, and Tasks</b> <b>Certified Nursing Assistant;</b> <b>Medical Assistant</b>	<b>English Language Arts Standards-</b> <b>Reading, Writing, Speaking &amp;</b> <b>Listening (CCSS)</b>	<b>Demonstration of Proficiency</b> (possible projects, evidence, performance assessment, etc.)	<b>Maine Learning Results-</b> <b>Guiding Principles</b> And <b>Career and Education Development</b> <i>(Optional)</i>
	<p><b>RST 7.11-12</b> 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.</p> <p><b>RST 9.11-12</b> 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.</p> <p><b>RST 10.11-12</b> By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><b>WHST 4.11-12</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST 9.11-12</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>		

<b>Duties, Skills, and Tasks</b> <b>Certified Nursing Assistant;</b> <b>Medical Assistant</b>	<b>English Language Arts Standards-</b> <b>Reading, Writing, Speaking &amp;</b> <b>Listening (CCSS)</b>	<b>Demonstration of Proficiency</b> (possible projects, evidence, performance assessment, etc.)	<b>Maine Learning Results-</b> <b>Guiding Principles</b> And <b>Career and Education Development</b> <i>(Optional)</i>
<b>2. Basic Work Skills and Job Maintenance</b>			
<p>a. Describe your responsibilities as an employee.</p> <p>b. Describe your rights as an employee.</p> <p>c. Identify good work habits such as attendance, punctuality, and reliability.</p> <p>d. Explain why prioritizing is important.</p> <p>e. Prioritize a list of common tasks.</p> <p>f. Describe conduct that is appropriate in a work setting.</p> <p>g. Describe the importance of proper boundaries when working in health care or human services.</p> <p>h. Explain the importance of personal appearance, hygiene, nutrition, and personal stress reduction for effective job performance.</p> <p>i. Explain the importance of personal and career development.</p>	<p><b>RST 10.11-12</b> By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><b>RST 5.11-12</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>WHST 4.11-12</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>• Maine State Board of Nursing CNA Exam</li> <li>• Know-Want-Learn Literacy Activity (KWL)</li> <li>• Job Application</li> <li>• Resumé</li> <li>• Cover Letter</li> <li>• Review Questions, Journaling, Visual Supporting Lecture (PowerPoint), and Workbook Activity Based on Structure of the Text</li> </ul>	<p>A. A clear and effective communicator.</p> <p>B. Self-directed and lifelong learner.</p> <p>C. Creative and practical problem solver.</p> <p>D. A responsible and involved citizen.</p> <p>E. An integrative and informed thinker.</p> <hr/> <p>A1.a-b</p> <p>A2.a-b</p> <p>A3.a-j</p> <p>A4.a-c</p> <p>B1.</p> <p>B2.a-f</p> <p>B3</p> <p>C1.a-c</p> <p>C2</p> <p>C3</p> <p>C4</p>

Duties, Skills, and Tasks Certified Nursing Assistant; Medical Assistant	English Language Arts Standards- Reading, Writing, Speaking & Listening (CCSS)	Demonstration of Proficiency (possible projects, evidence, performance assessment, etc.)	Maine Learning Results- Guiding Principles And Career and Education Development (Optional)
<b>3. Legal and Ethical Aspects of Health Care</b>			
<p>a. Describe key regulations governing the functioning of health care and human service providers.</p> <p>b. Explain basic consumer rights.</p> <p>c. Describe the legal status of consumers including guardianship, power-of attorney, living wills, and “Do Not Resuscitate” (DNR) orders.</p> <p>d. Recognize signs and symptoms of abuse (verbal, physical, psychological, and sexual), as well as, exploitation and neglect.</p> <p>e. Explain your responsibilities in reporting known or suspected abuse, neglect, or exploitation, including the consequences for not reporting.</p> <p>f. Explain what ethics means and how it applies in the health care and human service fields.</p>	<p><b>RST 5.11-12</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>RST 10.11-12</b> By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>Review Questions, Journaling, Visual Supporting Lecture (PowerPoint), and Workbook Activity Based on Structure of the Text</li> </ul>	<p>A. A clear and effective communicator.</p> <p>B. Self-directed and lifelong learner.</p> <p>C. Creative and practical problem solver.</p> <p>D. A responsible and involved citizen.</p> <p>E. An integrative and informed thinker.</p> <hr/> <p>A3.a-j B2.a-f</p>

<b>Duties, Skills, and Tasks</b> <b>Certified Nursing Assistant;</b> <b>Medical Assistant</b>	<b>English Language Arts Standards-</b> <b>Reading, Writing, Speaking &amp;</b> <b>Listening (CCSS)</b>	<b>Demonstration of Proficiency</b> (possible projects, evidence, performance assessment, etc.)	<b>Maine Learning Results-</b> <b>Guiding Principles</b> And <b>Career and Education Development</b> <i>(Optional)</i>
<b>4. Communication</b>			
<p>a. Identify the parts (e.g., sender, message, and receiver) and the potential barriers to communication.</p> <p>b. Identify the methods of communication (e.g., verbal, body language, and listening).</p> <p>c. Explain the active listening strategy for improving communication.</p> <p>d. Explain appropriate communication between health care and human service workers and consumers.</p> <p>e. Explain appropriate communication between an employee and others including; staff members, supervisors, family, and friends.</p> <p>f. Describe strategies for communication with people that have physical, emotional, cultural, and social impairments.</p>	<p><b>RST 4.11-12</b> 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.</p> <p><b>RST 5.11-12</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>RST 10.11-12</b> By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><b>SL 2.11-12</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>SL 6.11-12</b> Adapt speech to a variety</p>	<ul style="list-style-type: none"> <li>• Maine State Board of Nursing CNA Exam</li> <li>• Role modeling observations</li> <li>• Clinical setting and skills lab observations</li> <li>• Medical abbreviations and terminology used in healthcare fields               <ul style="list-style-type: none"> <li>• Documentation</li> <li>• Nursing Care Plan</li> <li>• Review Questions, Journaling, Visual Supporting Lecture (PowerPoint), and Workbook Activity Based on Structure of the Text</li> </ul> </li> <li>• Clinical Evaluation: Utilizes Multiple Sources of Information in the Lab and Clinical Setting Through the Performance of Skills. i.e. Vital Signs, Reporting, Patient Interaction.</li> </ul>	<p>A. A clear and effective communicator.</p> <p>B. Self-directed and lifelong learner.</p> <p>C. Creative and practical problem solver.</p> <p>D. A responsible and involved citizen.</p> <p>E. An integrative and informed thinker.</p> <hr/> <p>A2.a-b A3.a-j A4.a-c B2.a-f</p>

Duties, Skills, and Tasks Certified Nursing Assistant; Medical Assistant	English Language Arts Standards- Reading, Writing, Speaking & Listening (CCSS)	Demonstration of Proficiency (possible projects, evidence, performance assessment, etc.)	Maine Learning Results- Guiding Principles And Career and Education Development (Optional)
	of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
<b>5. Observation, Reporting, and Documentation</b>			
<p>a. Describe the requirements concerning observation, reporting, and documentation, including the right to confidentiality.</p> <p>b. Describe the difference between objective and subjective observations.</p> <p>c. Relate observation skills to the collection of information about the consumer and how this relates to report writing.</p> <p>d. Describe the elements of good reporting.</p> <p>e. Identify situations that require an incident report to be written.</p> <p>f. Explain the function of documentation and why documentation is an important and necessary part of the job.</p>	<p><b>RST 10.11-12</b> By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><b>RST 5.11-12</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>SL 2.11-12</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>WHST 4.11-12</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	<ul style="list-style-type: none"> <li>• Maine State Board of Nursing CNA Exam</li> <li>• Journal Entries</li> <li>• Written Error-documentation Correction Activity</li> <li>• Reporting in a Clinical Setting <ul style="list-style-type: none"> <li>• Admission Checklist</li> <li>• Patient Care Documentation</li> <li>• Clothing List</li> <li>• Incident Report</li> </ul> </li> <li>• Review Questions, Journaling, Visual Supporting Lecture (PowerPoint), and Workbook Activity Based on Structure of the Text</li> <li>• Clinical Evaluation: Utilizes Multiple Sources of Information in the Lab and Clinical Setting Through the Performance of Skills. i.e. Vital Signs, Reporting, Patient Interaction.</li> </ul>	<p>A. A clear and effective communicator.</p> <p>B. Self-directed and lifelong learner.</p> <p>C. Creative and practical problem solver.</p> <p>E. An integrative and informed thinker.</p> <hr/> <p>A3.a-j B2.a-f</p>

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g. Describe the characteristics of good documentation.	audience.		
<b>6. Health, Safety, and Fire Prevention</b>			
<p>a. Describe the common causes of injury.</p> <p>b. Describe the general rules of environmental safety.</p> <p>c. Describe the proper techniques and equipment for lifting and moving people.</p> <p>d. Explain the basic concepts of fire prevention.</p> <p>e. Explain what to do in the event of a fire.</p> <p>f. Describe the safety precautions necessary when oxygen is being used.</p> <p>g. Identify hazardous materials and explain how to handle them appropriately.</p> <p>h. Explain what to do when you encounter workplace violence.</p> <p>i. Explain basic infection control procedures and the importance of proper hand washing.</p> <p>j. Explain the role of first responder.</p>	<p><b>RST 3.11-12</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><b>RST 5.11-12</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>RST 10.11-12</b> By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• Maine State Board of Nursing CNA Exam</li> <li>• Utilizing Complex Texts and Procedural Documents to Perform Patient Care <ul style="list-style-type: none"> <li>• Determine Proper Transfer/Ambulation Techniques</li> </ul> </li> <li>• Coded Communications Symbols <ul style="list-style-type: none"> <li>• Examples: <ul style="list-style-type: none"> <li>• “Oxygen in Use”</li> <li>• “Fall Risk”</li> <li>• “Code Status”</li> </ul> </li> </ul> </li> <li>• Review Questions, Journaling, Visual Supporting Lecture (PowerPoint), and Workbook Activity Based on Structure of the Text</li> </ul>	<p>A. A clear and effective communicator.</p> <p>B. Self-directed and lifelong learner.</p> <p>C. Creative and practical problem solver.</p> <p>D. A responsible and involved citizen.</p> <p>E. An integrative and informed thinker.</p> <hr/> <p>A3.a-j</p> <p>B2.a-f</p>

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<b>7. Becoming a Certified Nursing Assistant</b>			
<p>a. Describe the roles of the health care team as they relate to the CNA.</p> <p>b. Describe the CNA’s function on the health care team.</p> <p>c. Describe regulatory aspects of health care important to the CNA.</p> <p>d. Discuss observation, reporting, and the patient care plan specific to the CNA role.</p> <p>e. Discuss appropriate patient/CNA interaction.</p> <p>f. Discuss patient safety issues specific to the CNA role.</p> <p>g. Discuss human growth and development.</p>	<p><b>RST 3.11-12</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><b>RST 5.11-12</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>RST 10.11-12</b> By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• Maine State Board of Nursing CNA Exam</li> <li>• Utilizing Complex Texts and Procedural Documents to Perform Patient Care <ul style="list-style-type: none"> <li>• Safety Data Sheets</li> <li>• Facility Disaster Plans</li> </ul> </li> <li>• Review Questions, Journaling, Visual Supporting Lecture (PowerPoint), and Workbook Activity Based on Structure of the Text</li> </ul>	<p>A. A clear and effective communicator.</p> <p>B. Self-directed and lifelong learner.</p> <p>C. Creative and practical problem solver.</p> <p>D. A responsible and involved citizen.</p> <p>E. An integrative and informed thinker.</p> <hr/> <p>A1.a-b A2.a-b A3.a-j A4.a-c B1. B2.a-f B3 C1.a-c C2 C3 C4</p>
<b>8. Infection Control</b>			
<p>a. Describe the difference between pathogens and non pathogens.</p> <p>b. Identify six conditions needed by microorganisms to live and grow.</p> <p>c. Identify the signs and</p>	<p><b>RST 2.11-12</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	<ul style="list-style-type: none"> <li>• Maine State Board of Nursing CNA Exam</li> <li>• Disease Project (PowerPoint/Poster/Brochure/Handout, etc.) <ul style="list-style-type: none"> <li>• Gather information from credible resources</li> </ul> </li> </ul>	<p>A. A clear and effective communicator.</p> <p>B. Self-directed and lifelong learner.</p> <p>D. A responsible and involved citizen.</p> <p>E. An integrative and informed thinker.</p>

<b>Duties, Skills, and Tasks</b> <b>Certified Nursing Assistant;</b> <b>Medical Assistant</b>	<b>English Language Arts Standards-</b> <b>Reading, Writing, Speaking &amp;</b> <b>Listening (CCSS)</b>	<b>Demonstration of Proficiency</b> (possible projects, evidence, performance assessment, etc.)	<b>Maine Learning Results-</b> <b>Guiding Principles</b> And <b>Career and Education Development</b> <i>(Optional)</i>
<p>symptoms of an infection.</p> <p>d. Define asepsis, disinfection, and sterilization.</p> <p>e. List the conditions necessary for a pathogenic micro-organism to become a disease.</p> <p>f. Explain how microorganisms are transmitted.</p> <p>g. Discuss the importance of proper hand washing.</p> <p>h. Identify and describe the different types of isolation techniques (carry out instructions according to Center for Disease Control (CDC) guidelines).</p> <p>i. Demonstrate infection control procedures.</p> <p>j. Discuss the psychosocial effect of isolation on the patient.</p>	<p><b>RST 3.11-12</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>RST 5.11-12</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>RST 7.11-12</b> 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.</p>	<ul style="list-style-type: none"> <li>• Analyze sources for relevance</li> <li>• Synthesize information</li> <li>• Proper Use of Personal Protective Equipment (PPE)</li> <li>• Review Questions, Journaling, Visual Supporting Lecture (PowerPoint), and Workbook Activity Based on Structure of the Text</li> <li>• Clinical Evaluation: Utilizes Multiple Sources of Information in the Lab and Clinical Setting Through the Performance of Skills. i.e. Vital Signs, Reporting, Patient Interaction.</li> <li>• Utilizing Complex Texts and Procedural Documents to Perform Patient Care             <ul style="list-style-type: none"> <li>• Examples:                 <ul style="list-style-type: none"> <li>• Handwashing</li> <li>• Isolation Procedure</li> <li>• Environmental Safety</li> </ul> </li> </ul> </li> </ul>	<p>A3.a-j</p> <p>B2.a-f</p>
<p>k. Discuss how policies and procedures for infection control differ in various settings.</p>	<p><b>RST 9.11-12</b> 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.</p> <p><b>RST 10.11-12</b> By the end of grade 12, read and comprehend science/</p>		

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	<p>technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><b>SL 2.11-12</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>WHST 4.11-12</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST 9.11-12</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>		
<b>9. Patient Environment</b>			
<p>a. Describe the patient unit in various settings.</p> <p>b. Describe the purpose of proper bed making for patient comfort.</p> <p>c. Describe the admission procedure.</p>	<p><b>RST 5.11-12</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>RST 10.11-12</b> By the end of grade 12,</p>	<ul style="list-style-type: none"> <li>• Maine State Board of Nursing CNA Exam</li> <li>• Review Questions, Journaling, Visual Supporting Lecture (PowerPoint), and Workbook Activity Based on Structure of the Text</li> </ul>	<p>A. A clear and effective communicator.</p> <p>B. Self-directed and lifelong learner.</p> <p>D. A responsible and involved citizen.</p> <p>E. An integrative and informed thinker.</p>

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d. Describe the transfer procedure. e. Describe the discharge procedure f. Describe the CNA’s role in the postmortem procedure. g. Identify the OBRA regulations related to the long term care environment	read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.  <b>SL 2.11-12</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<ul style="list-style-type: none"> <li>• Clinical Evaluation: Utilizes Multiple Sources of Information in the Lab and Clinical Setting Through the Performance of Skills. i.e. Vital Signs, Reporting, Patient Interaction.</li> </ul>	<hr/> A3.a-j B2.a-f
<b>10. Caring for the Patient</b>			
a. Define introductory concepts of anatomy and physiology, including appropriate medical terminology, cell functions, tissue types, organs, systems, wellness and prevention strategies, and common categories of disease.	<b>RST 10.11-12</b> By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.  <b>RST 2.11-12</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	<ul style="list-style-type: none"> <li>• Maine State Board of Nursing CNA Exam Disease Project (PowerPoint/Poster/Brochure/Handout, etc.)</li> <li>• Gather information from credible resources</li> <li>• Analyze sources for relevance</li> <li>• Synthesize information</li> <li>• Review Questions, Journaling, Visual Supporting Lecture (PowerPoint), and Workbook Activity Based on Structure of the Text</li> <li>• Clinical Evaluation: Utilizes Multiple</li> </ul>	A. A clear and effective communicator. B. Self-directed and lifelong learner. C. Creative and practical problem solver. D. A responsible and involved citizen. E. An integrative and informed thinker.
b. Name, locate and define the functions, common diseases, and related care procedures of the structures of the integumentary system.	<b>RST 3.11-12</b> Follow precisely a		<hr/> A3.a-j B2.a-f

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c. Name, locate and define the functions, common diseases, and related care procedures of the structures of the skeletal system.	complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	Sources of Information in the Lab and Clinical Setting Through the Performance of Skills. i.e. Vital Signs, Reporting, Patient Interaction.	
d. Name, locate and define the functions, common diseases, and related care procedures of the structures of the muscular system.	<b>RST 5.11-12</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.		
e. Name, locate and define the functions, common diseases, and related care procedures of the structures of the gastrointestinal system.	<b>RST 7.11-12</b> 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.  <b>RST 9.11-12</b> 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.  <b>SL 2.11-12</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve		

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	<p>problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>WHST 4.11-12</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST 9.11-12</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>		
f. Define nutritional needs of patients, including therapeutic and mechanical altered diets, supplements, intake/output recording, feeding techniques, alternate feeding methods and common eating disorders.			
g. Name, locate and define the functions, common diseases, and related care procedures of the structures of the respiratory system.			
h. Name, locate and define the functions, common diseases, and related care procedures of the structures of the cardiovascular system.			

<b>Duties, Skills, and Tasks Certified Nursing Assistant; Medical Assistant</b>	<b>English Language Arts Standards- Reading, Writing, Speaking &amp; Listening (CCSS)</b>	<b>Demonstration of Proficiency</b> (possible projects, evidence, performance assessment, etc.)	<b>Maine Learning Results- Guiding Principles And Career and Education Development (Optional)</b>
i. Identify and demonstrate procedures for observing and recording the five vital signs.			
j. Name, locate and define the functions, common diseases, and related care procedures of the structures of the endocrine system.			
k. Name, locate and define the functions, common diseases, and related care procedures of the structures of the urinary system.			
l. Name, locate and define the functions, common diseases, and related care procedures of the structures of the nervous and sensory systems.			
m. Name, locate and define the functions, common diseases, and related care procedures of the structures of the reproductive system.			
<b>11. Care of the Patient in Special Settings</b>			
a. Care for the patient’s mental well being. b. Care for the pediatric patient. c. Care for the preoperative and postoperative patient.	<b>RST 3.11-12</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the	<ul style="list-style-type: none"> <li>• Maine State Board of Nursing CNA Exam</li> <li>• Clinical Evaluation: Utilizes Multiple Sources of Information in the Lab and Clinical Setting Through the Performance of Skills. i.e. Vital Signs,</li> </ul>	A. A clear and effective communicator. B. Self-directed and lifelong learner. C. Creative and practical problem solver. E. An integrative and informed

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d. Care for the geriatric patient. e. Care for the patient in the home setting.	text.  <b>RST 5.11-12</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  <b>RST 10.11-12</b> By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.  <b>SL 2.11-12</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Reporting, Patient Interaction. <ul style="list-style-type: none"> <li>Review Questions, Journaling, Visual Supporting Lecture (PowerPoint), and Workbook Activity Based on Structure of the Text</li> </ul>	thinker. <hr/> A3.a-j B2.a-f
<b>Medical Assisting (AMT)</b>			
<b>1. Anatomy and Physiology</b>			
a. Identify the structure and function of the following systems: skeletal, nervous, muscular, respiratory, endocrine, cardiovascular/			

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circulatory, urinary, integumentary, reproductive, special senses, gastrointestinal.			
b. Identify and define various disorders and diseases: disease processes, conditions or states of health and health- related syndromes.			
c. Identify nutritional, exercise, and lifestyle choices factors that are required for or influence wellness.			
<b>2. Medical Terminology</b>			
a. Identify the structure and function of the following systems: skeletal, nervous, muscular, respiratory, endocrine, cardiovascular/ circulatory, urinary, integumentary, reproductive, special senses, gastrointestinal.			
b. Identify and define various disorders and diseases: disease processes, conditions or states of health and health- related syndromes.			
c. Identify nutritional, exercise, and lifestyle choices factors that are required for or			

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influence wellness.			
d. Spell medical terms accurately.			
<b>3. Medical Law</b>			
a. Identify and understand the application of: types of consent used in medical practice; disclosure laws and regulations; laws, regulations, and acts pertaining to the practice of medicine; scope of practice acts regarding medical assisting; Patient Bill of Rights legislation.			
b. Identify and understand the application of licensure, certification, and registration.			
c. Identify credentialing requirements of medical professionals.			
d. Understand the application of the Clinical Laboratory Improvement Amendments of 1988			
e. Define terminology associated with medical law.			
<b>4. Medical Ethics</b>			

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a. Identify and employ proper ethics in practice as a medical assistant.			
b. Identify the principles of ethics established by the American Medical Association.			
c. Identify and understand the application of the AMA Patient Bill of Rights.			
d. Recognize unethical practices and identify the proper response.			
e. Recognize the importance of professional development through continuing education.			
<b>5. Human Relations</b>			
a. Identify age-group specific responses and support.			
b. Identify and employ professional conduct in all aspects of patient care.			
c. Understand and properly apply communication methods.			
d. Identify and respect cultural and ethnic differences.			

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e. Respect and care for patients without regard for age, gender, sexual orientation, or socioeconomic level.			
f. Employ appropriate interpersonal skills with employer/administration, co-workers, vendors, and business associates.			
g. Observe and respect cultural diversity in the workplace.			
<b>6. Patient Education</b>			
a. Identify and apply proper written and verbal communication to instruct patients in: health and wellness; nutrition; hygiene; treatment and medications; pre- and post-operative care; body mechanics; personal and physical safety.			
b. Develop, assemble, and maintain appropriate patient brochures and informational materials.			
c. Understand and utilize proper documentation of patient encounters and instruction.			

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a. Identify and define terminology associated with various insurance types in the medical office.			
b. Identify and understand the application of government, medical, disability, and accident insurance plans.			
c. Identify and appropriately apply plan policies and regulations for programs including: HMO, PPO, EPO, indemnity, open, etc.; short-term and long-term disability; Family Medical Leave Act (FMLA); Workers' Compensation; Medicare (including Advance Beneficiary Notice (ABN)); Medicaid; CHAMPUS / Tricare and CHAMPVA.			
d. Complete and file insurance claims.			
e. Evaluate claims response.			
f. Identify HIPAA-mandated coding systems and references.			
g. Properly apply diagnosis and procedure codes to insurance claims.			
<b>8. Financial Bookkeeping</b>			

<b>Duties, Skills, and Tasks</b> <b>Certified Nursing Assistant;</b> <b>Medical Assistant</b>	<b>English Language Arts Standards-</b> <b>Reading, Writing, Speaking &amp;</b> <b>Listening (CCSS)</b>	<b>Demonstration of Proficiency</b> (possible projects, evidence, performance assessment, etc.)	<b>Maine Learning Results-</b> <b>Guiding Principles</b> And <b>Career and Education Development</b> <i>(Optional)</i>
a. Understand terminology associated with medical financial bookkeeping.			
b. Maintain and explain patient billing procedures including: physician's fee schedules; collect and post payments; manage patient ledgers and accounts; Truth in Lending Statements, etc.			
c. Manage collections policy and procedures.			
d. Perform fundamental medical office accounting procedures.			
e. Perform office banking procedures.			
f. Understand employee payroll procedures.			
g. Understand and perform appropriate calculations related to patient and practice accounts.			
<b>9. Medical Receptionist/Secretarial/Clerical</b>			
a. Understand and correctly apply terminology associated with medical receptionist and secretarial duties.			
b. Employ appropriate skills when receiving and greeting			

Duties, Skills, and Tasks Certified Nursing Assistant; Medical Assistant	English Language Arts Standards- Reading, Writing, Speaking & Listening (CCSS)	Demonstration of Proficiency (possible projects, evidence, performance assessment, etc.)	Maine Learning Results- Guiding Principles And Career and Education Development (Optional)
patients			
c. Employ appointment scheduling system			
d. Employ appropriate oral and written communication skills.			
e. Manage patient records and chart management			
f. Employ transcription and dictation skills.			
g. Maintain supplies and equipment management			
h. Demonstrate appropriate skills with computer applications.			
i. Privacy regulations.			
j. Observe office safety policies and procedures.			
<b>10. Clinical Medical Assisting</b>			
a. Know and understand terminology associated with asepsis.			
b. Identify and employ appropriate procedures for sterilization of instruments, surgical equipment, etc.			
c. Identify instrument classifications; parts, use and care and handling.			

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d. Define terminology associated with vital signs and mensurations.			
e. Understand and employ appropriate skills with physical examinations of patients.			
f. Identify and define terminology, policies and procedures associated with pharmacology.			
g. Identify procedures, instruments and supplies commonly used in minor surgery. h. Identify procedures for common therapeutic modalities.			
i. Understand and comply with quality assurance regulations for laboratory procedures.			
j. Identify procedure for obtaining 12-lead electrocardiogram. (ECG)			
k. Identify criteria for and steps in performing emergency First Aid procedures.			