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Core Competencies for Health Care Assistants Crosswalk to the Missouri GLEs

The crosswalks for the Grade Level Expectations (GLEs) provided in this document are organized based on the Strand Legend provided below. Additionally, a GLE Legend is provided at the bottom of each page of the crosswalk. The GLE coding is organized by a letter and number system that indicates the primary components of the crosswalk. The first letter in the code indicates the “Strand;” the following number indicates the “Big Idea;” the next letter indicates the “Concept;” and the last number identifies the “Grade Level.” For example, a crosswalk identified as N.1.A.9 would be interpreted as:

N = Mathematics – Number and Operations

1 = Understand numbers, ways of representing numbers, relationships among numbers and number systems

A = Read, write and compare numbers

9 = Grade – in this case, students should develop these skills at the ninth grade level

The full listing of Grade Level Expectations is available on the Department of Elementary and Secondary Education Web-site at:

<http://dese.mo.gov/divimprove/curriculum/GLEDocuments.html>

Core Competencies for Health Care Assistants

Cross-Reference to Missouri Grade Level Expectations

STRAND LEGEND			
Communication Arts	Mathematics	Social Studies	Science
Information Literacy (I)	Number and Operations (N)	Economic Concepts and Principles (EC)	Matter and Energy (ME)
Listening and Speaking (L)	Algebraic Relationships (A)	Principles and Processes of Governance Systems (GS)	Force and Motion (FM)
Reading (R)	Geometric and Spatial Relationships (G)	Missouri, United States, and World History (HS)	Living Organisms (LO)
Writing (W)	Measurement (M)	Principles of Constitutional Democracy (PC)	Ecology (EC)
	Data and Probability (D)	Relationships of Individuals and Groups to Institutions and Traditions (RI)	Earth Systems (ES)
		Tools of Social Science Inquiry (TI)	Universe (UN)
		United States History (US)	Scientific Inquiry (IN)
		World History (WH)	Science, Technology, and Human Activity (ST)
		Elements of Geographical Study (EG)	

Core Competencies for Health Care Assistants

Cross-Reference to Missouri Grade Level Expectations

Measurable Learner Objective and Task Statement	CORE AREAS			
	Communication Arts	Mathematics	Social Studies	Science
A. Construct a career plan for the health career chosen				
1. Compare desired traits of a health care worker with personal character profile				
2. Describe the characteristics of the Health Care Delivery System	W.1.A.9-12			
3. Describe the issues and trends facing the industry today	R.1.D.9-12 W.1.A.9-12			
4. Examine options among the health care team for a future career				
Other:				
B. Examine the impact of ethical and legal concerns on the practice of a health professional				
1. Distinguish between ethical and legal issues			GS.3.C.9-12 RI.6.D.9-12	
2. Discuss ethical issues facing health care delivery today				
3. Develop a code of professional ethics	W.1.A.9-12			
4. Select safe practice skills to avoid legal difficulties	R.3.D.9-12		GS.3.C.9-12	
Other:				
C. Communicate effectively with clients, co-workers, and the public				
1. Demonstrate positive interpersonal communication skills when working with clients, co-workers, and the public	L.1.A.9-12 L.1.B.9-12			
2. Apply observation skills to the patient care setting	R.3.D.9-12 L.2.B.9-12			IN.1.B.9-11 IN1A9-11f

GLE Legend:

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Example: N.1.A.10

Measurable Learner Objectives are bold font

Core Competencies for Health Care Assistants

Cross-Reference to Missouri Grade Level Expectations

Measurable Learner Objective and Task Statement	CORE AREAS			
	Communication Arts	Mathematics	Social Studies	Science
3. Chart procedures and observations	R.3.D.9-12 W.1.A.9-12 W.2.B.9-12 W.2.C.9-12 W.2.D.9-12 W.2.E.9-12 W.2.F.9-12			IN.1.B.9-11 IN.1.E.9-11a
4. Utilize medical terminology in written and verbal communication with health care workers	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
5. Apply basic mathematics skills to actual and hypothetical patient care situations		M.2.D.9-10		
Other:				
D. Maintain a safe environment for clients, co-workers, and the public				
1. Use proper body mechanics when providing client care	R.3.D.9-12			
2. Follow emergency procedures for fire and other disasters	R.3.D.9-12			
3. Identify real and potential safety hazards in the patient care setting and implement a plan to avoid or correct identified safety hazards	R.3.D.9-12			
Other:				
E. Apply techniques for prevention and control of communicable diseases				
1. Differentiate between types of microorganisms	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.1.E.6a
2. Describe environment requirements that support the growth of microorganisms				

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Measurable Learner Objective and Task Statement	CORE AREAS			
	Communication Arts	Mathematics	Social Studies	Science
3. Apply medical aseptic techniques to the health care setting	R.3.D.9-12			LO.2.C.8c
4. Select appropriate personal protective equipment using the principles of Standard and Transmission Based Precautions	R.1.D.9-12			
Other:				
F. Describe the importance of knowledge of human anatomy and physiology to the career of a health professional				
1. Describe the body anatomically	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.2.C.5a
2. Explain the organizational structure of the body from the simple to the complex	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.2.C.8a
3. Identify the structure of the skin and its appendages	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.1.D.8a
4. Explain the functions of the skin and its appendages	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.2.C.8g
5. Identify the structures of the digestive system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.1.D.8a
6. Explain the functions of the digestive system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.2.C.8c LO.2.C.8d LO.2.C.8e
7. Describe nutrition and its relationship to good health	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
8. Identify the structures of the musculoskeletal system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.1.D.8a

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Measurable Learner Objective and Task Statement	CORE AREAS			
	Communication Arts	Mathematics	Social Studies	Science
9. Explain the functions of the musculoskeletal system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
10. Identify the structures of the cardiovascular system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.1.D.8a
11. Explain the functions of the cardiovascular system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.2.C.8f
12. Identify the structures of the respiratory system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.1.D.8a
13. Explain the functions of the respiratory system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.2.C.8f
14. Identify the structures of the nervous system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
15. Explain the functions of the nervous system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.2.C.8g
16. Identify the structures of the sensory system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
17. Explain the functions of the sensory system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
18. Identify the structures of the endocrine system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
19. Explain the functions of the endocrine system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
20. Identify the structures of the urinary system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			

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Measurable Learner Objective and Task Statement	CORE AREAS			
	Communication Arts	Mathematics	Social Studies	Science
21. Explain the functions of the urinary system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.3.C.8e
22. Identify the structures of the reproductive system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
23. Explain the functions of the reproductive system	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			LO.3.A.8c.
Other:				
G. Modify client care based on an understanding of human life stages and basic human needs				
1. Describe basic human needs as discussed by Abraham Maslow	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
2. Identify the physical, mental, and social changes that occur at different stages of life	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
3. Incorporate acceptable techniques when caring for the confused client	R.3.D.9-12			
4. Assist the dying client in meeting his/her psychological, spiritual, and physical needs	R.3.D.9-12			
Other:				
H. Perform procedures common to multiple health care disciplines				
1. Measure vital signs (temperature, pulse, respirations, and blood pressure)	R.3.D.9-12			IN.1.B.9-11a
2. Administer cardiopulmonary resuscitation (CPR) techniques and Heimlich maneuver	R.3.D.9-12			

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	Communication Arts	Mathematics	Social Studies	Science
3. Identify special considerations related to oxygen therapy	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12			
Other:				
I. Perform procedures required of an entry level health care employee				
1. Follow the required task statement in the emphasis area curriculum chosen by the student (e.g. – CNA, Physical Therapist Aide, Dental Aide, Respiratory Aide)	R.3.D.9-12			
Other:				
J. Exhibit professional behavior and work ethics appropriate for a health professional				
1. Appreciate the importance of active participation in professional organization. (SkillsUSA is the entry level student professional organization)				
2. Exhibit appropriate professional appearance for the work setting				
3. Apply employability skills (letter of application, resume', interview, letter of resignation)	W.1.A.9-12 W.2.D.9-12 W.3.A.9-12 W.3.E.9-12			
4. Evaluate personal values, write short-term and long-term goals and apply them to effective time management	W.3.A.9-12			
Other:				

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