

2021-2022 Competitive Events and the Common Core State Standards

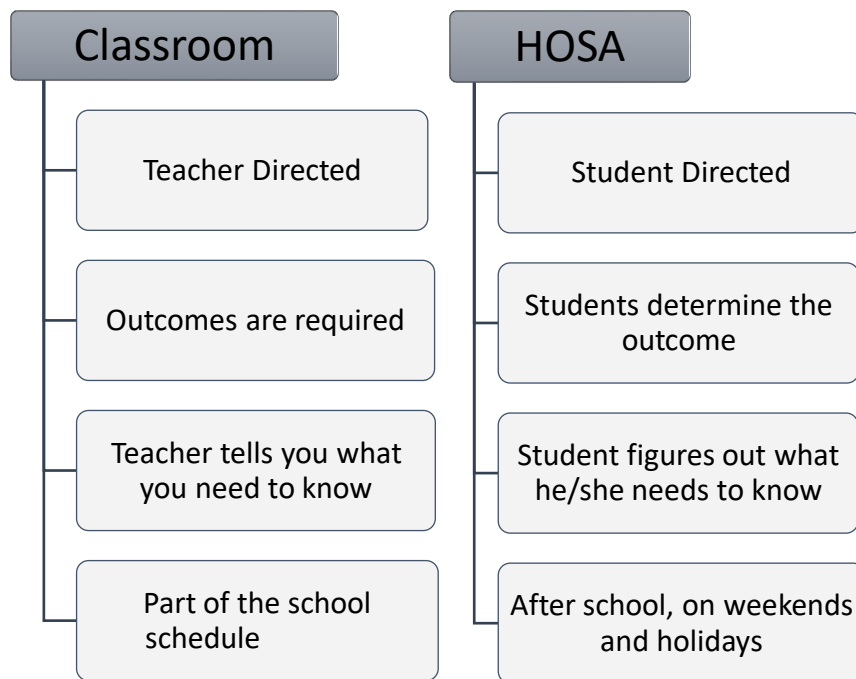
The Common Core State Standards are education standards that were developed by two national organizations in 2010. Many of today’s educators are looking to the standards as a guide toward improving student learning and achievement. Health science teachers who serve as HOSA advisors tell us that the Common Core State Standards are an important part of their instructional focus.

What is the role of *HOSA – Future Health Professionals*, in helping students meet the standards?

It is important to understand the mission of HOSA and the role of HOSA as a partner in the instructional process. HOSA’s mission includes a clear educational purpose, to provide:

OPPORTUNITIES FOR KNOWLEDGE, SKILL AND LEADERSHIP DEVELOPMENT OF ALL HEALTH SCIENCE EDUCATION STUDENTS.

HOSA is not “the classroom” and yet plays an important role in helping health science students meet the Common Core State Standards. Consider the role of HOSA as part of the student’s education.



When it comes to helping students achieve the Common Core State Standards, HOSA can play a very significant role. In order to understand just how effective HOSA can be, it is helpful to take a look at the intended outcomes of the Common Core.

The Common Core State Standards that align with health science education can be downloaded from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf. Page 7 of this document includes descriptions that capture the bigger picture of how HOSA participation can lead to the attainment of the Common Core State Standards. ***HOSA – Future Health Professionals***, is not about “content learning” alone, but rather focuses on the whole student; his or her attitudes, character traits, and behavior. We believe that the descriptions that follow are EXACTLY what we expect from future healthcare professionals and seek to develop these characteristic through HOSA activities and competitive events.



PORTRAIT OF STUDENTS WHO MEET THE STANDARDS

This portrait was developed by:

National Governors Association Center for Best Practices, Council of Chief State School Officers
Common Core State Standards

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They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

HOSA – Future Health Professionals, requires independent action on the part of students. A HOSA member who participates in a competitive event does so by choice. Quite often, all the work that goes into preparing for an event is entirely on the shoulders of the HOSA member. Not all health science students choose to be involved in HOSA, but those who do are clearly acting independently as self-directed learners, finding the resources they need to prepare for competition in their chosen event.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

HOSA – Future Health Professionals, offers competitive events that cover a wide range of learning outcomes. Learning starts in the classroom where students are introduced to all aspects of healthcare. HOSA gives those students an opportunity to select a specific area of study and then expand his/her learning in a specialty area. Content knowledge is as important as skill development, and in all of HOSA’s regular skill events, HOSA members take a written test of content knowledge before advancing to the skill demonstration part of event.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

HOSA – Future Health Professionals, actually provides an audience for the purpose of sharing ideas with the public. Events such as Community Awareness, Health Education, Public Health and Public Service Announcement all ask students to understand complex health issues, and to adapt their audience presentation to the composition of their audience.

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

HOSA – Future Health Professionals, sponsors a national competitive events program that encourages students to take a stand in responding to what they read or hear. Competitors in Biomedical Debate are required to question the assumptions and premises of opposing team members. In Researched Persuasive Writing and Speaking, students are required to comprehend a health issue in order to take a stand in favor of, or against, the issue. The Medical Reading event challenges students to improve their reading comprehension and critique special topics related to leadership development and the health community.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

HOSA – Future Health Professionals’ members in Forensic Science must analyze scientific evidence to determine the cause of death, manner of death, and favors that contributed to the death.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

HOSA – Future Health Professionals, members are actively engaged in using technology for research and learning. Events such as Healthy Lifestyle, Epidemiology, CERT Skills, Public Service Announcement, Public Health, and Biomedical Debate depend extensively on web-based resources for event preparation. Students choose to use computers in events such as Public Service Announcement or Clinical Specialty when the computer adds to the effectiveness of their presentation.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

HOSA recognizes the responsibility that Future Health Professionals have in working with and caring for people from all cultures, in all settings. Transcultural understanding is critical to the delivery of effective healthcare. Health professionals don’t just learn about cultures and worldviews – but they practice cultural understanding through their HOSA experiences that give them opportunities to work in a healthcare setting.

ALIGNMENT TO COMMON CORE STATE STANDARDS

The description of the standards that follows comes from <http://www.corestandards.org/about-the-standards> with credit given as follows:

National Governors Association Center for Best Practices, Council of Chief State School Officers
Common Core State Standards

Published by the National Governors Association Center for Best Practices, Council of Chief State School Officers,
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The following represents the key features of the Standards. More detail, including the College and Career Ready Anchor Standards, can be found in the full Common Core document. HOSA advisors can study the document to fully understand the strategies that can be used to enhance student learning, both inside the classroom and through their participation in HOSA.

Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

Mathematics

- The high school standards call on students to *practice applying mathematical ways of thinking to real world issues and challenges*; they prepare students to think and reason mathematically.

CROSSWALK

COMMON CORE STATE STANDARDS AND HOSA COMPETITIVE EVENTS

| EVENTS | Standards | | | | | |
|--|-----------|---------|----------------------|----------|----------------------|------|
| | Reading | Writing | Speaking & Listening | Language | Media and Technology | Math |
| Barbara James Service Award * | | | ✓ | | ✓ | |
| Behavioral Health | ✓ | | | ✓ | | |
| Biomedical Debate | ✓ | | ✓ | ✓ | ✓ | |
| Biomedical Lab Science | ✓ | | ✓ | ✓ | | |
| CERT Skills | ✓ | | ✓ | ✓ | | |
| Clinical Nursing | ✓ | | ✓ | ✓ | | ✓ |
| Clinical Specialty | ✓ | ✓ | ✓ | ✓ | | |
| Community Awareness | ✓ | ✓ | ✓ | ✓ | ✓ | |
| CPR/First Aid | ✓ | | ✓ | ✓ | | |
| Creative Problem Solving | ✓ | | ✓ | ✓ | | |
| Cultural Diversity & Disparities in Healthcare | ✓ | | | ✓ | | |
| Dental Science | ✓ | | ✓ | ✓ | | |
| Dental Terminology | | | | ✓ | | |
| Dynamic Decisions ^ | ✓ | | ✓ | ✓ | | |

^ Indicates Middle School Only

* Indicates All Divisions

| EVENTS | Standards | | | | | |
|--|-----------|---------|----------------------|----------|----------------------|------|
| | Reading | Writing | Speaking & Listening | Language | Media and Technology | Math |
| EMT | ✓ | | ✓ | ✓ | | |
| Epidemiology | ✓ | | | ✓ | | ✓ |
| Exploring Medical Innovations ^ | ✓ | | ✓ | | ✓ | |
| Extemporaneous Health Poster ^ | | | | ✓ | | |
| Extemporaneous Writing | | ✓ | | | | |
| Family Medicine Physician | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Forensic Science | ✓ | ✓ | | | | ✓ |
| Foundations of Medical Reading ^ | ✓ | ✓ | | ✓ | | |
| Foundations of Medical Terminology ^ | | | | ✓ | | |
| Foundations of Nutrition^ | ✓ | | | ✓ | | |
| Health Care Issues Exam | ✓ | ✓ | | | | |
| Health Career Display | | | ✓ | ✓ | ✓ | |
| Health Career Display – Middle School^ | | | ✓ | ✓ | ✓ | |
| Health Career Exploration ^ | | | ✓ | ✓ | ✓ | |
| Health Career Photography | | ✓ | ✓ | ✓ | ✓ | |
| Health Career Preparation ^ | | ✓ | ✓ | ✓ | | |

^ Indicates Middle School Only

* Indicates All Divisions

| EVENTS | Standards | | | | | |
|-------------------------------|-----------|---------|----------------------|----------|----------------------|------|
| | Reading | Writing | Speaking & Listening | Language | Media and Technology | Math |
| Health Education * | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Health Informatics | ✓ | ✓ | | | ✓ | ✓ |
| Healthy Lifestyle * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Home Health Aide | ✓ | | ✓ | ✓ | | |
| HOSA Bowl | | | | ✓ | | ✓ |
| HOSA Happenings* | | ✓ | | | ✓ | |
| HOSA Service Project* | | | ✓ | | | |
| Human Growth and Development | ✓ | | | ✓ | | |
| Interviewing Skills | | ✓ | ✓ | ✓ | | |
| Job Seeking Skills | | ✓ | ✓ | ✓ | | |
| Life Support Skills | | | ✓ | ✓ | | |
| Life Threatening Situations ^ | ✓ | | ✓ | ✓ | | |
| Math for Health Careers ^ | | | | | | ✓ |
| Medical Assisting | ✓ | | ✓ | ✓ | | |
| Medical Innovation | ✓ | | ✓ | | ✓ | |
| Medical Law and Ethics | ✓ | | | ✓ | | |
| Medical Math | | | | | | ✓ |
| Medical Reading | ✓ | ✓ | | ✓ | | |
| Medical Spelling | | | | ✓ | | |
| Medical Terminology | | | | ✓ | | |

^ Indicates Middle School Only

* Indicates All Divisions

| EVENTS | Standards | | | | | |
|--|-----------|---------|----------------------|----------|----------------------|------|
| | Reading | Writing | Speaking & Listening | Language | Media and Technology | Math |
| MRC Partnership | ✓ | ✓ | ✓ | ✓ | | |
| Nursing Assisting | ✓ | | ✓ | ✓ | | |
| Nutrition | ✓ | | | ✓ | | |
| Organizational Leadership | ✓ | | ✓ | | | |
| Outstanding HOSA Achievement | | | ✓ | | | |
| Outstanding HOSA Leader | | | ✓ | ✓ | | |
| Parliamentary Procedure | | | ✓ | ✓ | | |
| Pathophysiology | ✓ | | | ✓ | | |
| Personal Care | | | ✓ | ✓ | | |
| Pharmacology | ✓ | | | ✓ | | ✓ |
| Pharmacy Science | ✓ | | ✓ | | | ✓ |
| Physical Therapy | ✓ | | ✓ | ✓ | | |
| Prepared Speaking * | | | ✓ | ✓ | | |
| Public Health * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Public Service Announcement | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Research Poster | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Researched Persuasive Writing and Speaking | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Speaking Skills * | | | ✓ | ✓ | | |

^ Indicates Middle School Only

* Indicates All Divisions

| | Standards | | | | | |
|--------------------|-----------|---------|----------------------|----------|----------------------|------|
| EVENTS | Reading | Writing | Speaking & Listening | Language | Media and Technology | Math |
| | | | | | | |
| Sports Medicine | ✓ | | ✓ | ✓ | | |
| Veterinary Science | ✓ | | ✓ | ✓ | | |

^ Indicates Middle School Only * Indicates All Divisions