

VISION CARE - STANDARDS CROSSWALK

CTE - NYS Standards: Career Development & Occupational Studies	Vision Care I	Vision Care II	Vision Care III	Vision Care IV-Clinical
NYS - Commencement Level CDOS Standards	<p>Standard 1: Career Development: <i>Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</i></p> <p>Standard 2: Integrated Learning: <i>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</i></p> <p>Standard 3a: Universal Foundation Skills: <i>Students will demonstrate mastery of the foundation skills and competencies essential for success in the Workplace</i></p> <ul style="list-style-type: none">❖ Basic Skills: <i>Basic skills include the ability to read, write, listen, and speak as well as perform arithmetic and mathematical functions.</i>❖ Thinking Skills: <i>Thinking skills lead to problem-solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations</i>❖ Personal Qualities: <i>Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action</i>❖ Interpersonal Skills: <i>Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.</i>❖ Technology: <i>Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.</i>❖ Managing Information: <i>Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks</i>❖ Managing Resources Systems: <i>Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity</i>❖ Systems: <i>Systems skills include the understanding of and ability to work within natural and constructed systems.</i> <p>Standard 3b: Career Majors: <i>Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.</i></p>			

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NYS CDOS - HEALTH SERVICE	NATIONAL CONSORTIUM FOR HEALTH SCIENCE EDUCATION	Next-Gen Science	Next-Gen ELA	Next-Gen HS Literacy	Next-Gen Math
<p>Standard 3b: Career Clusters</p> <p><i>Students who choose a career cluster will acquire career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.</i></p> <p>CDOS.3b.2D- Identify career choices in healthcare</p> <p>CDOS.3b.8A- Understand the scope of healthcare occupations</p>	<p>NCHSE.4.3- Career Decision-Making</p> <p>4.3.1-Research levels of education, credentialing requirements, and employment trends in health professions.</p>		<p>SL1: <i>Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</i></p>		
<p>CDOS.3b.1</p> <p>1B- Apply natural sciences to health services</p> <p>1C. Apply mathematics to health care:</p> <p>1. Measurement</p> <p>2. Ratio and proportions</p> <p>1F- Students will apply foundation skills: Problem-solving, Critical thinking, Research</p>	<p>NCHSE.1.1-</p>	<p>Developing and Using Models</p> <p>▪ (HS-PS1-8) Develop a model based on evidence to illustrate the relationships between systems or between components of a system.</p> <p>▪ (HS-PS1-1) Use a model to predict the relationships between systems or between components of a system.</p>			

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NYS CDOS - HEALTH SERVICE	NATIONAL CONSORTIUM FOR HEALTH SCIENCE EDUCATION	Next-Gen Science	Next-Gen ELA	Next-Gen HS Literacy	Next-Gen Math
<p>CDOS 3b.2 2A. Health Care Systems: understand the current healthcare system and its impact on health 2B. Understand service delivery settings (e.g., hospital, clinic, laboratory, office, home). 2D. Identify career choices in health care</p> <p>CDOS.3b.3- Health Maintenance Define types of health Identify and understand factors that adversely affect health</p> <p>CDOS 3b.4 4A Identify and understand legal issues related to health careers: 4B. Identify and understand ethical issues related to health careers:</p>	<p>NCHSE 5.2 Legal Practices 5.2.1 Apply standards for the safety, privacy, and confidentiality of health information. • HIPAA • Privileged communication</p> <p>6.2 Cultural, Social, and Ethnic Diversity 6.2.2 Demonstrate respectful and empathetic treatment of all patients/clients/families.</p> <p>7.1 Infection Control 7.1.2 Differentiate methods of controlling the spread and growth of pathogens. b. Standard precautions</p> <p>7.2 Personal Safety 7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations. 7.2.3 Demonstrate and apply the use of Personal Protective Equipment (PPE)</p>	<p>Planning and Carrying Out Investigations •(HS-PS1-3) Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.</p> <p>Analyzing and Interpreting Data •(HS-PS1-9) Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) to make valid and reliable scientific claims or determine an optimal design solution.</p>	<p>SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral)</p> <p>SL1b: Work with peers to set norms for collegial discussions and decision-making, and establish clear goals, deadlines, and individual roles as needed.</p> <p>SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>	<p>WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Mathematical Practices: 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. Mathematical Practices 5. Use appropriate tools strategically.</p>
<p>CDOS.3b.6 6A Understand medical terminology and abbreviations. 6B- Students will develop and practice elements of professional communication</p>	<p>8.1 Healthcare Teams 8.1.1 Evaluate roles and responsibilities of healthcare team members. 8.1.2 Identify characteristics of effective teams.</p>	<p>Engaging in Argument from Evidence • (HS-PS1-10) Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of</p>	<p>SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to the task, purpose,</p>	<p>WHST2: Write informative/explanatory text focused on discipline-specific content</p>	

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<p>6C. Understand medical documentation:</p> <p>6E. Develop job-seeking skills:</p> <p>CDOS 3b.7</p> <p>7A. Interpersonal Dynamics: Develop team-building skills and behaviors within the health care setting(s).</p> <p>7B. Understand functions and roles within a health care team(s).</p> <p>7C. Develop positive communication skills:</p> <p>7F. Understand professionalism in the healthcare system:</p>	<p>8.2 Team Member Participation</p> <p>8.2.1 Recognize methods for building positive team relationships.</p> <p>8.2.2 Analyze the attributes and attitudes of an effective leader.</p> <p>8.2.3 Apply effective techniques for managing team conflict.</p> <p>2.4 Evaluate why teamwork is an important part of healthcare and how it improves patient care</p> <p>9.2 Healthcare Across the Lifespan</p> <p>9.2.1 Discuss physical, mental, social, and behavioral development and its impact on healthcare. 9.2.2 Identify socioeconomic determinants of health and wellness.</p> <p>10.1 Technical Skills- Vision Care*</p> <p>10.1.1 Demonstrate procedures for measuring and recording eyesight in both normal and abnormal ranges - including but not limited to</p> <ul style="list-style-type: none">• Nearsightedness (myopia), a condition that makes far away things look blurry.• Farsightedness (hyperopia), a condition that makes close-up things look blurry.• Astigmatism, which causes generally blurry vision and makes it hard to see at night.• Presbyopia (only in middle-aged adults and	<p>arguments.</p> <p>Crosscutting Concepts Patterns</p> <p>▪ (HS-PS1-9)Mathematical representations can be used to identify certain patterns.</p>	<p>and audience.</p>		
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	<p><i>older), this condition makes it hard to see things up close.</i></p> <p>10.1.2 Obtain training on</p> <ul style="list-style-type: none">• <i>Lensometer</i>• <i>Blocker</i>• <i>Edger</i> <p>11.1 Key principles, components, and practices of health information systems (HIS)</p> <p><i>11.1.4 Examine information systems policies, procedures, and regulations as required by national, state, and local entities</i></p>				
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NCHSE	<i>Technology - Electronic Medical/Health Records, health data collection tools, 11.1.1</i>
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