

MEDICAL LABORATORY HEALTH SCIENCES - STANDARDS CROSSWALK

CTE - NYS Standards: Career Development & Occupational Studies	Intro to Biomedical Laboratory Health Sciences	Medical Health Systems & Structures	Medical-Basic Laboratory Techniques	Phlebotomy
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 postsec-ondary programs.</i></p>			

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<u>NYS CDOS - HEALTH SERVICE</u>	<u>NATIONAL CONSORTIUM FOR HEALTH SCIENCE EDUCATION</u>	<u>Next-Gen Science</u>	<u>Next-Gen ELA</u>	<u>Next-Gen HS Literacy</u>	<u>Next-Gen Math</u>
<p>Standard 3b: Career Clusters</p> <p>Students who choose a career cluster will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.</p> <p>CDOS.3b.2D- Identify career choices in health care</p> <p>CDOS.3b.8A- Understand the scope of health care 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>4.3.2- Distinguish differences among careers within a health science pathway. Biotechnology research and development Diagnostic services, Health informatics, Support services Therapeutic services</p>		<p>SL1: 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.</p>		
<p>CDOS.3b.1B- Apply natural sciences to health services</p>	<p>NCHSE.1.1- Human Anatomy and Physiology</p> <p>1.1.1-Describe the organization of the human body and directional terms.</p> <p>1.1.2- Identify basic structures and describe functions of human body systems.</p> <p>NCHSE.1.2- Diseases and Disorders</p> <p>1.2.1-Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders</p>	<p>Developing and Using Models</p> <ul style="list-style-type: none"> • (HS-PS1-8) Develop a model based on evidence to illustrate the relationships between systems or between components of a system. • (HS-PS1-1) Use a model to predict the relationships between systems or between components of a system. 			

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<p>CDOS.3b.3- Health Maintenance Define types of health Identify and understand factors that adversely affect health</p> <p>CDOS.3b.3A- Students will define types of health</p> <p>CDOS.3b.3B- Students will identify and understand factors that adversely affect health</p>	<p>NCHSE.9.1- Healthy Behaviors 9.1.1- Promote behaviors of health and wellness. 9.1.2- Examine various aspects of behavioral health. 9.1.3- Describe strategies for prevention of disease. 9.1.4- Investigate complementary and alternative health practices as they relate to wellness and disease prevention.</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) in order 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, 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:</p> <ol style="list-style-type: none"> 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. <p>Mathematical Practices</p> <ol style="list-style-type: none"> 5. Use appropriate tools strategically.
<p>CDOS.3b.1F- Students will apply foundation skills: Problem solving, Critical thinking, Research</p> <p>CDOS.3b.1A- Students will relate English language arts to health services</p> <p>CDOS.3b.6B- Students will develop and practice elements of professional communication</p>	<p>NCHSE 2.3 Written Communication Skills 2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting) 2.3.2 Prepare examples of technical and informative writing 2.3.3 Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media</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 arguments.</p> <p>Crosscutting Concepts Patterns ▪(HS-PS1-1),(HS-PS1-3),(HS-PS1-10) Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. ▪ (HS-PS1-9) Mathematical representations can be used to identify certain patterns.</p>	<p>SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>WHST2: Write informative/explanatory text focused on discipline-specific content</p>	

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<p>CDOS.3b.1D- <i>Students will understand the impact of social sciences in the health care system</i></p> <p>CDOS.3b.1E- <i>Understand historical perspectives related to health care</i></p> <p>CDOS.3b.3E- <i>Students will identify community health resources</i></p> <p>CDOS.3b.4- <i>Students know the importance of performing a role in the health care system in accordance with laws, regulations, policies, ethics, and the rights of clients.</i></p>	<p>NCHSE 3.1- Healthcare Delivery Systems</p> <p>3.1.1- Differentiate healthcare delivery systems and healthcare related agencies.</p> <p>3.1.2- Examine the healthcare consumer’s rights and responsibilities within the healthcare system.</p> <p>3.1.3- Analyze the impact of emerging issues on healthcare delivery systems.</p> <p>3.1.4- Analyze healthcare economics and related terms</p>
<p>CDOS.3b.8B- <i>Identify the hierarchy of broad-based common health care skills</i></p> <p>CDOS.3b.8C- <i>Apply safe practices in the health care setting</i></p> <p>CDOS.3b.8D- <i>Understand resource management in the health care setting</i></p> <p>CDOS.3b.8F- <i>Understand and practice monitoring and documenting client status.</i></p> <p>CDOS.3b.8G- <i>Develop and practice specific skills:</i></p> <ul style="list-style-type: none"> ● <i>Standard and universal precautions</i> ● <i>Transfer techniques</i> ● <i>Body mechanics</i> ● <i>Medical asepsis</i> ● <i>Isolation techniques</i> ● <i>Observations/data collectio</i> 	<p>NCHSE.10.1- Technical Skills</p> <p>10.1.1- Demonstrate procedures for measuring and recording vital signs including the normal ranges.</p> <ul style="list-style-type: none"> ● Blood pressure ● Temperature ● Oxygen saturation ● Pain ● Pulse ● Respiration
<p>CDOS.3b.8E- Develop organizational skills.</p>	

NCHSE	<i>Technology - Electronic Medical/Health Records, health data collection tools, 11.1.1</i>
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