

CORE CURRICULUM— HUMAN AND PUBLIC SERVICES

Standard 3b: Career Clusters

Standard 3b: Career Clusters

Standard 3b: Career Clusters

1. Ethical/Legal Responsibilities

Performance Indicator: Students demonstrate professional, ethical, and legal responsibilities toward customers.

Students will:

Standard 3b: Career Clusters



- 1. **Sanitation**
 - **Hand Hygiene**
 - **Handwashing**
 - **Handwashing with soap and water**
 - **Handwashing with alcohol-based hand sanitizer**
 - **Handwashing with both**

3. Sanitation

Performance Indicator: Students demonstrate knowledge of the principles of sanitation used to prevent the transmission of disease-producing microorganisms from one person/object to another.

Students will:

- 1. **Hand Hygiene**
 - **Handwashing**
 - **Handwashing with soap and water**
 - **Handwashing with alcohol-based hand sanitizer**
 - **Handwashing with both**

Discussion Questions

7. Thinking/Problem Solving

Performance Indicator: Students solve problems, set goals, and make decisions in order to provide services to best meet the needs of others.

Students will:

- 1. identify and analyze the problem
- 2. determine the cause of the problem
- 3. identify the resources available
- 4. generate possible solutions
- 5. evaluate the solutions
- 6. select the best solution
- 7. implement the solution
- 8. evaluate the results
- 9. reflect on the process
- 10. communicate the results

Discussion Questions

- 1. How do you identify and analyze a problem?
- 2. How do you determine the cause of a problem?
- 3. How do you evaluate the results of a solution?

8. Personal Resource Management

Performance Indicator: Students apply personal and resource management skills.

Students will:

- 1. identify and analyze the problem
- 2. determine the cause of the problem
- 3. identify the resources available
- 4. generate possible solutions
- 5. evaluate the solutions
- 6. select the best solution
- 7. implement the solution
- 8. evaluate the results
- 9. reflect on the process
- 10. communicate the results

Discussion Questions

- 1. How do you identify and analyze a problem?
- 2. How do you determine the cause of a problem?
- 3. How do you evaluate the results of a solution?

9. Wellness

Performance Indicator: Students exhibit and promote a positive image of wellness.

Students will:

- 1. identify and describe the components of wellness
 - 1.1. physical wellness
 - 1.2. emotional wellness
 - 1.3. intellectual wellness
 - 1.4. social wellness
 - 1.5. spiritual wellness
 - 1.6. environmental wellness
- 2. identify and describe the components of a healthy lifestyle
 - 2.1. physical wellness
 - 2.2. emotional wellness
 - 2.3. intellectual wellness
 - 2.4. social wellness
 - 2.5. spiritual wellness
 - 2.6. environmental wellness
- 3. identify and describe the components of a positive image of wellness
 - 3.1. physical wellness
 - 3.2. emotional wellness
 - 3.3. intellectual wellness
 - 3.4. social wellness
 - 3.5. spiritual wellness
 - 3.6. environmental wellness

Discussion Questions

- 1. How do you define wellness?
- 2. How do you define a healthy lifestyle?
- 3. How do you define a positive image of wellness?



CAREER CLUSTERS— HUMAN AND PUBLIC SERVICES SAMPLE ACTIVITIES OVERVIEW

Sample Activities	Page	CDOS and Possible Connecting Standards
Activity 1: <i>Sample Activity 1</i>		▲ <i>Sample Standard 1</i>
Activity 2: <i>Sample Activity 2</i>		▲ <i>Sample Standard 2</i>
Activity 3: <i>Sample Activity 3</i>		▲ <i>Sample Standard 3</i>
Activity 4: <i>Sample Activity 4</i>		▲ <i>Sample Standard 4</i>
Activity 5: <i>Sample Activity 5</i>		▲ <i>Sample Standard 5</i>
Activity 6: <i>Sample Activity 6</i>		▲ <i>Sample Standard 6</i>
Activity 7: <i>Sample Activity 7</i>		▲ <i>Sample Standard 7</i>

Sample text block containing multiple lines of placeholder text, likely representing a list of activities or standards.

COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

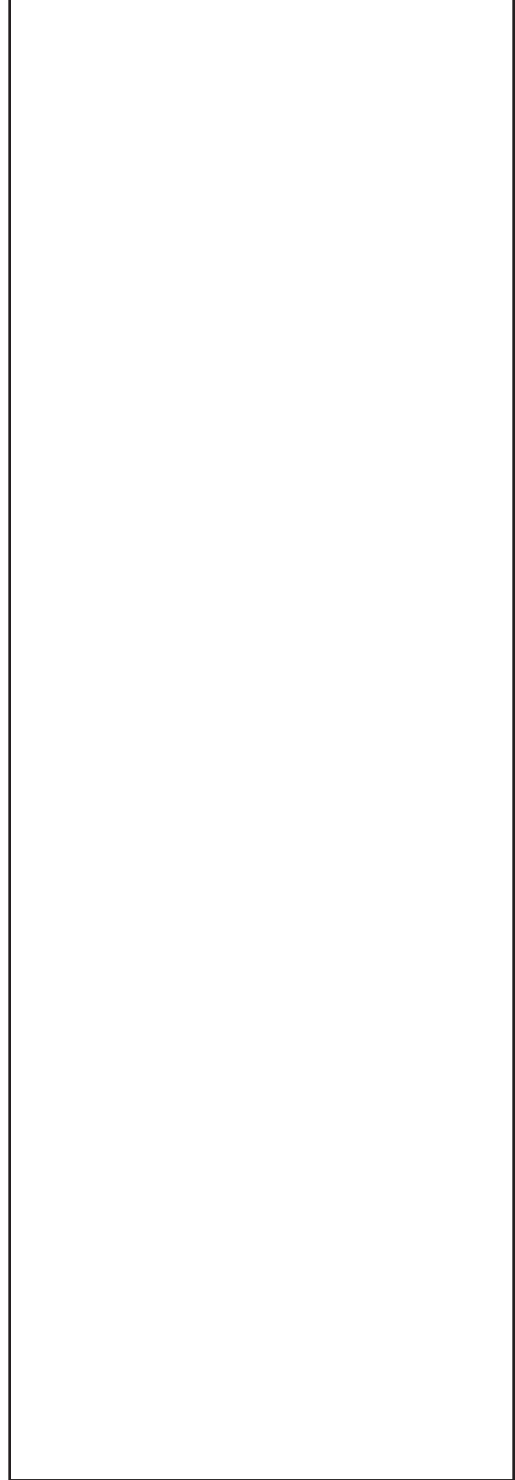
Human and Public Services

Title of Activity: *Personalized Learning*

GRADE			
9	10	11	12

Estimated Time: *100 minutes*

	COMMENCEMENT STANDARDS		
<p>OBJECTIVE(S)</p> <p><i>Students will be able to identify and describe the components of a personalized learning plan.</i></p>	Human and Public Services (3b)		
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> <i>1. Students will be able to identify the components of a personalized learning plan.</i> <i>2. Students will be able to describe the components of a personalized learning plan.</i> <i>3. Students will be able to explain the components of a personalized learning plan.</i> <i>4. Students will be able to evaluate the components of a personalized learning plan.</i> 	<i>Identify and describe the components of a personalized learning plan.</i>	<i>100 minutes</i>	





CORE CURRICULUM— N



2. Agricultural-Related Technology

Performance Indicator: Students demonstrate the ability to use technology to assist in production and distribution of food goods and services of today's agricultural industries.

Students will:

- 1. identify and describe the role of technology in agriculture
- 2. explain how technology is used in agriculture
- 3. describe the impact of technology on agriculture
- 4. identify and describe the role of technology in the distribution of food goods and services
- 5. explain how technology is used in the distribution of food goods and services
- 6. describe the impact of technology on the distribution of food goods and services

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4. Agriculture Business Systems

Performance Indicator: Students demonstrate an understanding of the interrelationship between agricultural businesses and organizations designed to produce products, services, and information.

Students will:





6. Interpersonal Dynamics

Performance Indicator: Students demonstrate the interpersonal skills and abilities needed to function within a sophisticated and sometimes complicated agricultural environment.

Students will:

- Identify and describe the various roles and responsibilities of agricultural professionals.
 - ▲ Identify the various roles and responsibilities of agricultural professionals.
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Discussion Questions

- How do you think the agricultural industry is changing? What are some of the challenges facing the industry?
- How do you think the agricultural industry is changing? What are some of the challenges facing the industry?

7. Safety

Performance Indicator: Students demonstrate awareness of the importance of safety and accident prevention in all agricultural situations.

Students will:

- Identify and describe the various roles and responsibilities of agricultural professionals.
 - ▲ Identify the various roles and responsibilities of agricultural professionals.
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CAREER CLUSTERS— NATURAL AND AGRICULTURAL SCIENCES SAMPLE ACTIVITIES OVERVIEW

Sample Activities	Page	CDOS and Possible Connecting Standards
Agribusiness	10	▲ CDOS: Agriculture, Food, and Forestry
Agribusiness and Agriculture	11	▲ CDOS: Agriculture, Food, and Forestry
Agribusiness and Forestry		▲ CDOS: Agriculture, Food, and Forestry
Agribusiness and Forestry		▲ CDOS: Agriculture, Food, and Forestry
Agribusiness and Forestry		▲ CDOS: Agriculture, Food, and Forestry
Agribusiness and Forestry		▲ CDOS: Agriculture, Food, and Forestry
Agribusiness and Forestry		▲ CDOS: Agriculture, Food, and Forestry

[CDOS: Agriculture, Food, and Forestry](#)
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COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

Natural and Agricultural Sciences

Title of Activity: *Designing a Sustainable Future*

GRADE			
9	10	11	12

Estimated Time: *100 minutes*

OBJECTIVE(S)	COMMENCEMENT STANDARDS		
	<i>Students will be able to design a sustainable future by identifying the needs of the community and the environment, and developing a plan to address those needs.</i>	Natural and Agricultural Sciences (3b)	
<p>DESCRIPTION OF ACTIVITY</p> <p><i>1. Students will be able to identify the needs of the community and the environment, and develop a plan to address those needs.</i></p> <p><i>2. Students will be able to identify the needs of the community and the environment, and develop a plan to address those needs.</i></p> <p><i>3. Students will be able to identify the needs of the community and the environment, and develop a plan to address those needs.</i></p>			
<p>MATERIALS/RESOURCES</p> <p><i>1. Computer</i></p> <p><i>2. Internet</i></p> <p><i>3. Projector</i></p> <p><i>4. Paper</i></p> <p><i>5. Pencils</i></p> <p><i>6. Scissors</i></p>	Career Development (1)		
<p>COMMENTS/MODIFICATIONS</p>	Integrated Learning (2)		
<p>SOURCE/CREDIT</p> <p><i>1. Adapted from the Career Clusters Framework</i></p>	Universal Foundation Skills (3a)		
	POSSIBLE STANDARDS CONNECTIONS		



2. Oral
 - a. Speaking—use words to clearly communicate ideas or information (e.g., give a persuasive speech)
 - b. Debate—argue a point of view
 - c. Theatre—deliver a soliloquy
 - d. Music—sing a solo
 - e. Visual art—describe a piece of artwork
 - f. Interview techniques
 3. Aural
 - a. Listening—follow verbal instructions
 - b. Music—distinguish families of instruments (e.g., know difference between wind and brass instruments)
 - c. Dance—interpret music in movements
 4. Written
 - a. Use written words to express ideas, opinions, or concepts
 - b. Compose a four-measure rhythmic phrase
 - c. Compare and contrast a style/period of art
 - d. Write a critique (e.g., plays, movies, works of art)
 - e. Write in a journal
 5. Nonverbal/kinetic (movement)
 - a. Dance
 - b. Pantomime
 - c. Puppetry
 - d. Symbolism
 - e. Sign language
 - f. Body language, gestures
 - g. Use of a musical graphic device
 - h. Textiles (e.g., communication through quilting)
 6. Tactile
 - a. Feel object to draw a picture, do a sculpture
 - b. Use Braille to read
 - c. Read keys of an instrument (e.g., piano, string instruments)
 - d. Use different fabrics in design (e.g., fiber art, quilting)
 - e. Use rough, smooth, or jagged textures to express emotions
- B. Identify and use appropriate multimedia tools for specific disciplines:
1. Videography, filmmaking, video arts
 2. Computer application, computer arts
 3. Software (e.g., PowerPoint, Photoshop, etc.)
 4. Creative sound
 5. MIDI applications
 6. Graphic arts (e.g., digital printing, silk screen, etching)
 7. Photography (e.g., holography)



CAREER CLUSTERS —

ARTS/HUMANITIES

SAMPLE ACTIVITIES

OVERVIEW

Sample Activities	Page	CDOS and Possible Connecting Standards
Newsletter	316	CDOS; ELA; Arts
Teen Curators	317	CDOS; ELA; H/PE/FCS; SS; Arts
Making a Sundial	318	CDOS; ELA; MST; Arts
Community Services	319	CDOS; ELA; H/PE/FCS; Arts
Artistic Enterprise	320	CDOS; ELA; H/PE/FCS; Arts
Scene from a Play	321	CDOS; ELA; SS; Arts
Performance Publicity/Review	322	CDOS; ELA; Arts
Art Gallery	323	CDOS; SS; Arts
Interdisciplinary Project	325	CDOS; ELA; SS; Arts
Music Appreciation Class	326	CDOS; Arts

Possible Connecting Standards

ELA = English Language Arts Standards

LOTE = Languages Other than English Standards

MST = Mathematics, Science, and Technology Standards

H/PE/FCS = Health, Physical Education, and Family and Consumer Sciences Standards

SS = Social Studies Standards

Arts = The Arts Standards

COMMENCEMENT CAREER CLUSTERS SAMPLE ACTIVITY

Arts/Humanities

Title of Activity: Community Services

GRADE			
9	10	11	12

Estimated Time: 10 hours

<p>OBJECTIVE(S) Students in grades 9 and 10 describe and compare the various services provided in the community by researching organizations that promote the arts.</p>	<p>COMMENCEMENT STANDARDS</p>																																																
<p>DESCRIPTION OF ACTIVITY ¥ In your community there are places and organizations that promote the arts (e.g., dance, theatre, music, and visual arts). Some examples of these places are: the public library, local cable TV stations, radio stations, newspapers, and museums. Choose one of the arts disciplines and select a place or organization that promotes your choice. Spend 10 hours volunteering and observe firsthand how this organization promotes your selected arts discipline. Record your observations in a journal.</p>		<table border="1"> <tbody> <tr> <td>Arts/Humanities (3b)</td> <td></td> </tr> <tr> <td>1. Foundations</td> <td></td> </tr> <tr> <td>2. Communication</td> <td>¥</td> </tr> <tr> <td>3. Aesthetics</td> <td>¥</td> </tr> <tr> <td>4. Personal Qualities</td> <td></td> </tr> <tr> <td>5. Creative Processes and Practices</td> <td>¥</td> </tr> <tr> <td>6. Making Results Public</td> <td>¥</td> </tr> <tr> <td>Career Development (1)</td> <td></td> </tr> <tr> <td>1. Complete development of career plan</td> <td></td> </tr> <tr> <td>2. Apply decision-making skills in selection of a career option</td> <td></td> </tr> <tr> <td>3. Analyze skills and abilities in a career option</td> <td>¥</td> </tr> <tr> <td>Integrated Learning (2)</td> <td></td> </tr> <tr> <td>1. Demonstrate integration and application</td> <td></td> </tr> <tr> <td>2. Use academic knowledge and skills</td> <td></td> </tr> <tr> <td>3. Research, interpret, analyze, and evaluate information</td> <td>¥</td> </tr> <tr> <td>Universal Foundation Skills (3a)</td> <td></td> </tr> <tr> <td>1. Basic Skills</td> <td>¥</td> </tr> <tr> <td>2. Thinking Skills</td> <td>¥</td> </tr> <tr> <td>3. Personal Qualities</td> <td></td> </tr> <tr> <td>4. Interpersonal Skills</td> <td>¥</td> </tr> <tr> <td>5. Technology</td> <td></td> </tr> <tr> <td>6. Managing Information</td> <td>¥</td> </tr> <tr> <td>7. Managing Resources</td> <td>¥</td> </tr> <tr> <td>8. Systems</td> <td>¥</td> </tr> </tbody> </table>	Arts/Humanities (3b)		1. Foundations		2. Communication	¥	3. Aesthetics	¥	4. Personal Qualities		5. Creative Processes and Practices	¥	6. Making Results Public	¥	Career Development (1)		1. Complete development of career plan		2. Apply decision-making skills in selection of a career option		3. Analyze skills and abilities in a career option	¥	Integrated Learning (2)		1. Demonstrate integration and application		2. Use academic knowledge and skills		3. Research, interpret, analyze, and evaluate information	¥	Universal Foundation Skills (3a)		1. Basic Skills	¥	2. Thinking Skills	¥	3. Personal Qualities		4. Interpersonal Skills	¥	5. Technology		6. Managing Information	¥	7. Managing Resources	¥	8. Systems
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<p>COMMENTS/MODIFICATIONS ¥ This activity is adapted from Music Standard 2, Performance Indicator b.</p>	<table border="1"> <tbody> <tr> <td>English Language Arts</td> <td>¥</td> </tr> <tr> <td>Languages Other than English</td> <td></td> </tr> <tr> <td>Mathematics, Science, and Technology</td> <td></td> </tr> <tr> <td>Health, Physical Education, and Family and Consumer Sciences</td> <td>¥</td> </tr> <tr> <td>Social Studies</td> <td></td> </tr> <tr> <td>The Arts</td> <td>¥</td> </tr> </tbody> </table>	English Language Arts	¥	Languages Other than English		Mathematics, Science, and Technology		Health, Physical Education, and Family and Consumer Sciences	¥	Social Studies		The Arts	¥																																				
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<p>SOURCE/CREDIT Submitted by Earl Groner and Nadine McDermott, New York State School Music Association and New York State Assessment Team.</p>																																																	

Sample Questionnaire

1) Please circle if you are a (all that apply):

student

teacher

visitor

friend/relative of
exhibiting artist

2) How interesting/engaging did you find the exhibit?

very interesting

interesting

somewhat

uninteresting

COMMENCEMENT CAREER CLUSTERS SAMPLE ACTIVITY

Arts/Humanities

Title of Activity: Music Appreciation Class

GRADE			
9	10	11	12

Estimated Time: 2 class periods

OBJECTIVE(S)	COMMENCEMENT STANDARDS
Students plan and teach a music appreciation class for elementary school students.	Arts/Humanities (3b)
	1. Foundations ¥
	2. Communication ¥
	3. Aesthetics
	4. Personal Qualities ¥
	5. Creative Processes and Practices ¥
	6. Making Results Public ¥
	Career Development (1)
	1. Complete development of career plan
	2. Apply decision-making skills in selection of a career option
	3. Analyze skills and abilities in a career option ¥
	Integrated Learning (2)
	1. Demonstrate integration and application ¥
	2. Use academic knowledge and skills ¥
	3. Research, interpret, analyze, and evaluate information
	Universal Foundation Skills (3a)
	1. Basic Skills ¥
	2. Thinking Skills ¥
	3. Personal Qualities ¥
	4. Interpersonal Skills ¥
	5. Technology
	6. Managing Information ¥
	7. Managing Resources ¥
	8. Systems
COMMENTS/MODIFICATIONS	POSSIBLE STANDARDS CONNECTIONS
	English Language Arts
	Languages Other than English
	Mathematics, Science, and Technology
	Health, Physical Education, and Family and Consumer Sciences
	Social Studies
	The Arts ¥
SOURCE/CREDIT	
Submitted by WestEd.	

