

CORE CURRICULUM— HUMAN AND PUBLIC SERVICES

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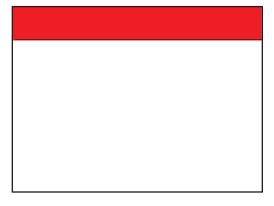
Standard 3b: Career Clusters

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1. Ethical/Legal Responsibilities

<u>Performance Indicator:</u> Students demonstrate professional, ethical, and legal responsibilities toward customers.

Students will:



2. Communications

<u>Performance Indicator:</u> Students demonstrate effective communication skills needed to meet the expectations of human and public services consumers.

will:

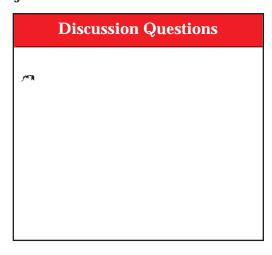
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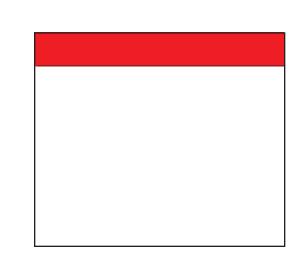
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3. Sanitation

<u>Performance Indicator:</u> 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:





5. Interpersonal Dynamics

Performance Indicator: Students demonstrate how to interact effectively and sensitively with others.

Students will:

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Discussion Questions

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6. Safety

Performance Indicator: Students provide safe environments for others.

Students will:

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Discussion Questions

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7. Thinking/Problem Solving

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

Students will:

Discussion Questions

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8. Personal Resource Management

<u>Performance Indicator:</u> Students apply personal and resource management skills.

Students will:

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Discussion Questions

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9. Wellness

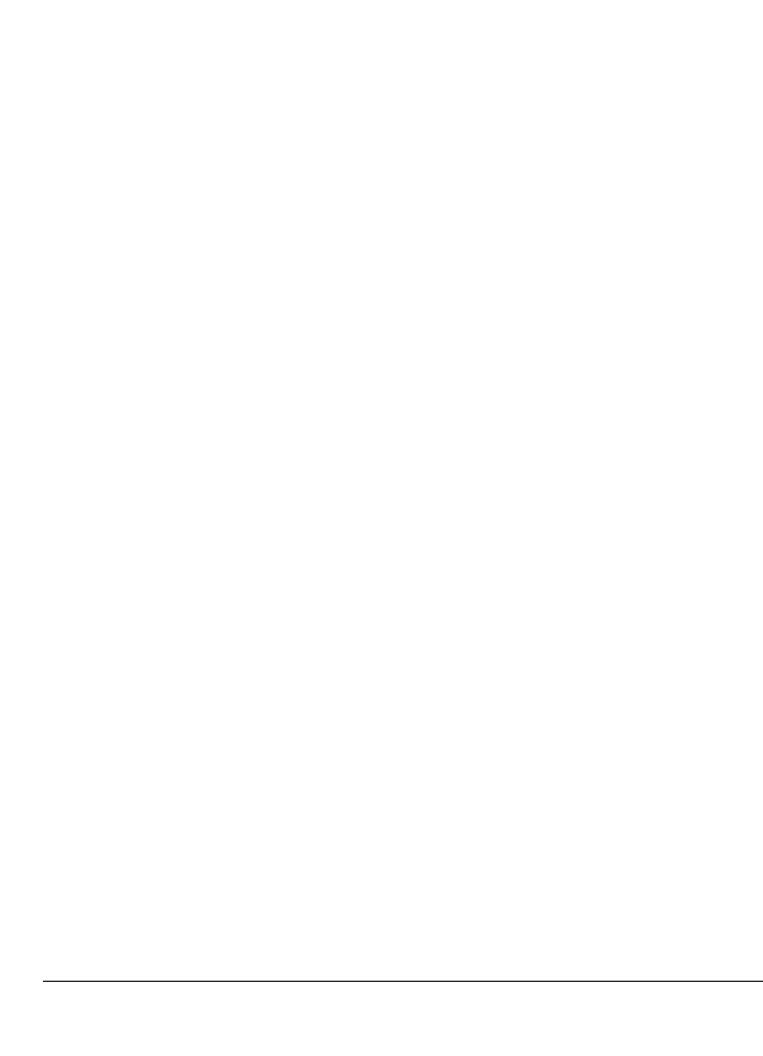
<u>Performance Indicator:</u> Students exhibit and promote a positive image of wellness.

Students will:

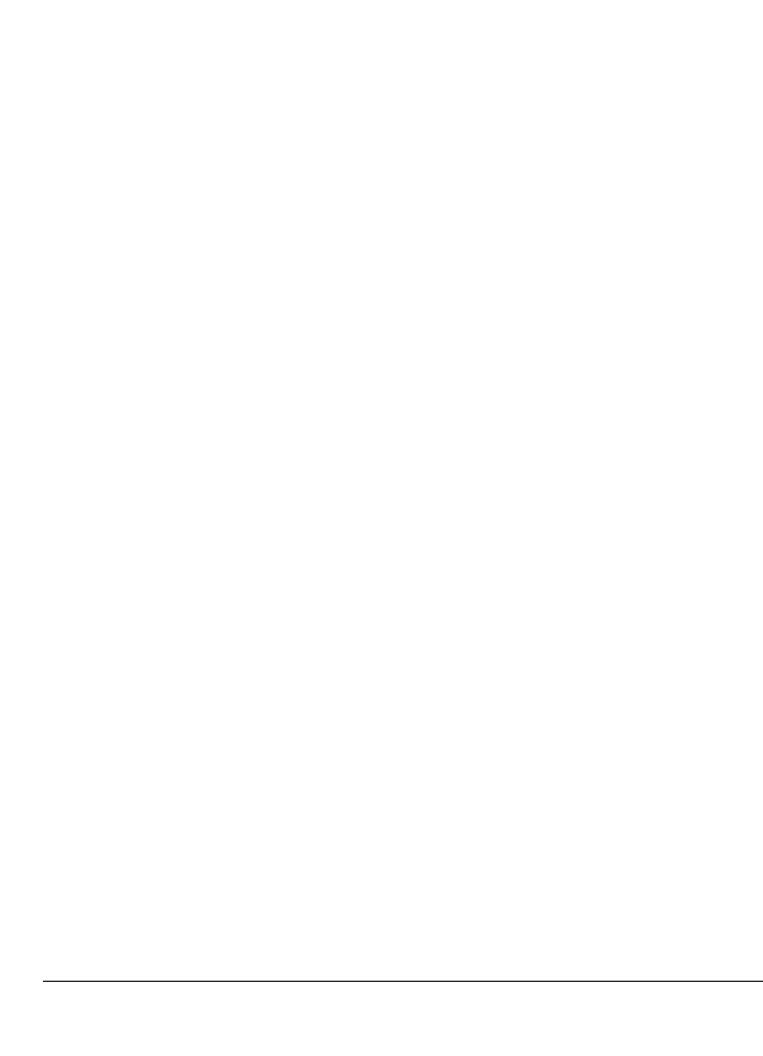
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Discussion Questions







CAREER CLUSTERS—HUMANAND PUBLIC SERVICES SAMPLE ACTIVITIES OVERVIEW

Sample Activities	Page	CDOS and Possible Connecting Standards
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Human and Public Services

Title of Activity:

GRADE			
9	10	11	12

11 12	Estimated Time: ,	_
OBJECTIVE(S)	COMMENCEMENT STANDAR	RDS
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Human and Public Services

Title of Activity:

GRADE			
9	10	11	12

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Human and Public Services

Title of Activity:

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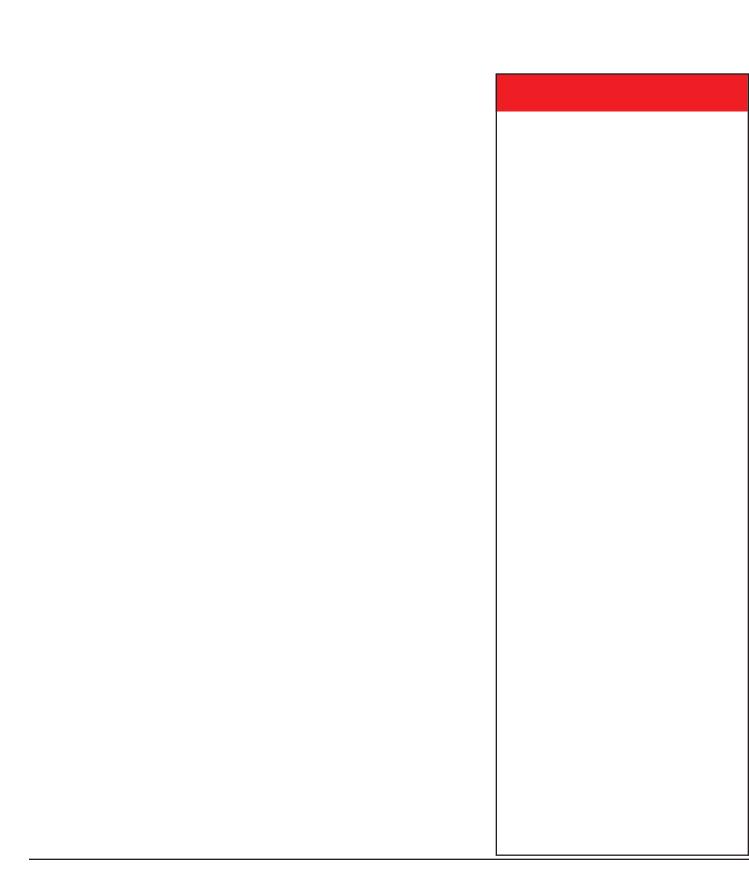
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Human and Public Services

Title of Activity:

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9	10	11	12

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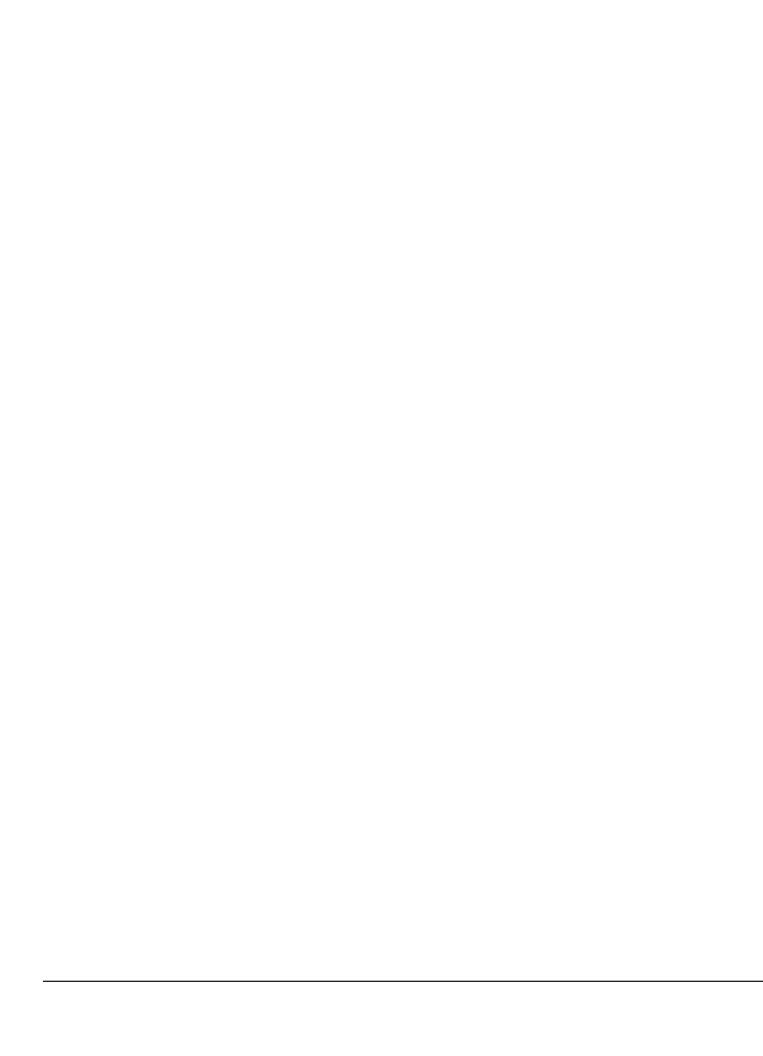


Human and Public Services

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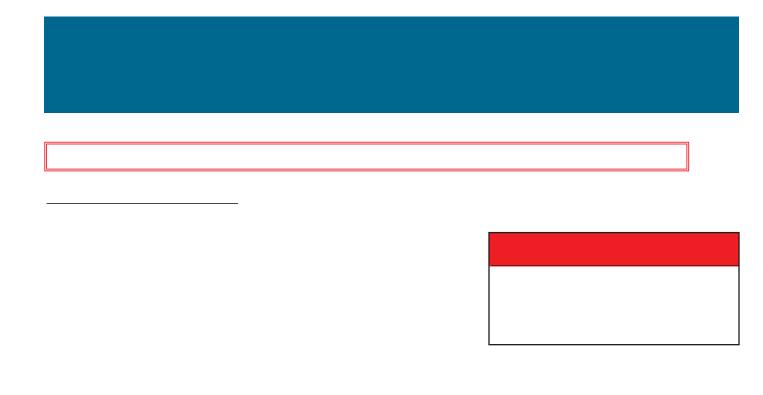
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CORE CURRICULUM—N



2. Agricultural-Related Technology

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

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4.	Agriculture	Business	Sy	stems

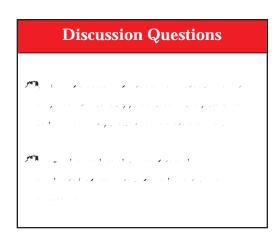
4. Agriculture Business Systems				
Performance Indicator: Students demonstrate an understanding of the interrelationship between agricultural businesses and organizations designed to produce products, services, and information.	n			
Students will:				
	1			
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6. Interpersonal Dynamics

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

Students will:

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7. Safety

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

Students will:

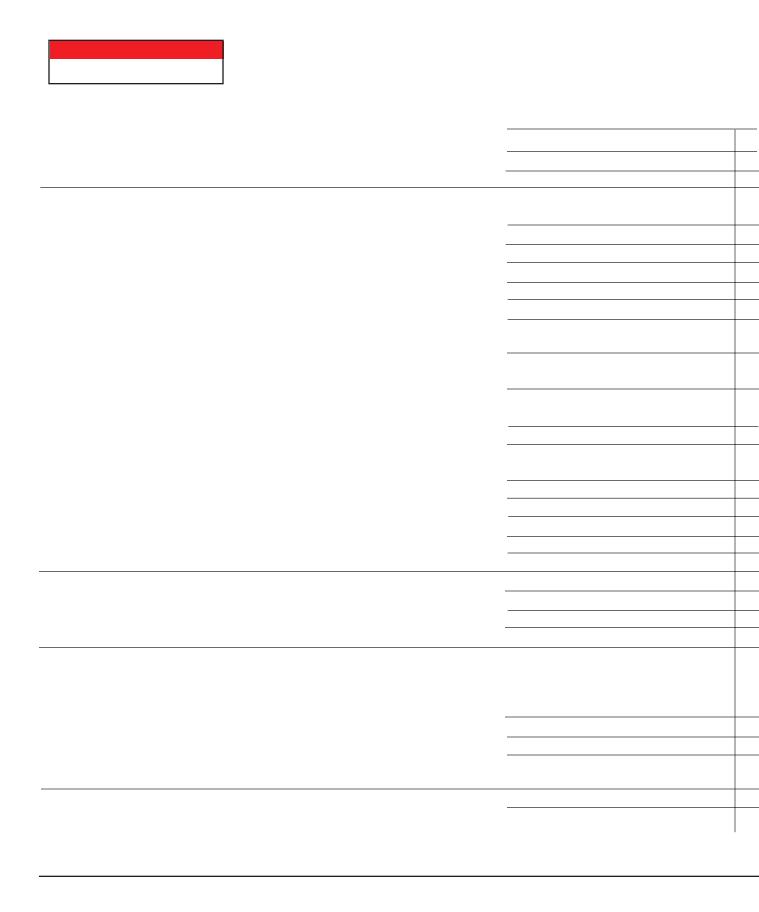
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CAREER CLUSTERS—NATURAL AND AGRICULTURAL SCIENCES SAMPLE ACTIVITIES OVERVIEW

Sample Activities	Page	CDOS and Possible Connecting Standards
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Natural and Agricultural Sciences

Title of Activity:

	GR	ADE	
9	10	11	12

Estimated Time: COMMENCEMENT STANDARDS OBJECTIVE(S) Natural and Agricultural Sciences (3b) Marine I and a place MIN DESCRIPTION OF ACTIVITY Manager and the second of the Career Development (1) **Integrated Learning (2) Universal Foundation Skills (3a)** MATERIALS/RESOURCES **POSSIBLE STANDARDS COMMENTS/MODIFICATIONS** And the second s CONNECTIONS alter to a contract of SOURCE/CREDIT

Natural and Agricultural Sciences

Title of Activity: 12.2.00

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9	10	11	12

Estimated Time: COMMENCEMENT STANDARDS **OBJECTIVE(S)** at in a first and a second to the engineers of the contract of Natural and Agricultural Sciences (3b) /MTR Marine I have a firm **DESCRIPTION OF ACTIVITY** And the second control of the processing of the processing of the second control of Career Development (1) Mr. C. C. Carryon y. C. C. Carryon van de Santa (C. C. Carryon van de Santa (C. Carryon van de S at the contract of the state of /MTR All the second of the second o **Integrated Learning (2)** Universal Foundation Skills (3a) MATERIALS/RESOURCES MAN Mills of the second **POSSIBLE STANDARDS COMMENTS/MODIFICATIONS** CONNECTIONS , to a separate of the separat MIN SOURCE/CREDIT

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Natural and Agricultural Sciences

Title of Activity:

GRADE					
9	10	11	12		

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OBJECTIVE(S)	COMMENCEMENT STANDARDS		
	Natural and Agricultural Sciences (3b)		
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Cross Reference Checklist

Natural and Agricultural Sciences Sample Activities

Sample Activities	CDOS 3b	CDOS 1	CDOS 2	CDOS 3a	ELA	LOTE	MST	H/PE /FCS	SS	ARTS
1. Selective Breeding										



- 2. Oral
 - a. SpeakingÑuse words to clearly communicate ideas or information (e.g., give a persuasive speech)
 - b. DebateÑargue a point of view
 - c. TheatreÑdeliver a soliloquy
 - d. MusicÑsing a solo
 - e. Visual artÑdescribe a piece of artwork
 - f. Interview techniques
- 3. Aural
 - a. ListeningÑfollow verbal instructions
 - b. MusicÑdistinguish families of instruments (e.g., know difference between wind and brass instruments)
 - c. DanceÑinterpret 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/H UMANITIES SAMPLE ACTIVITIES OVERWEW

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

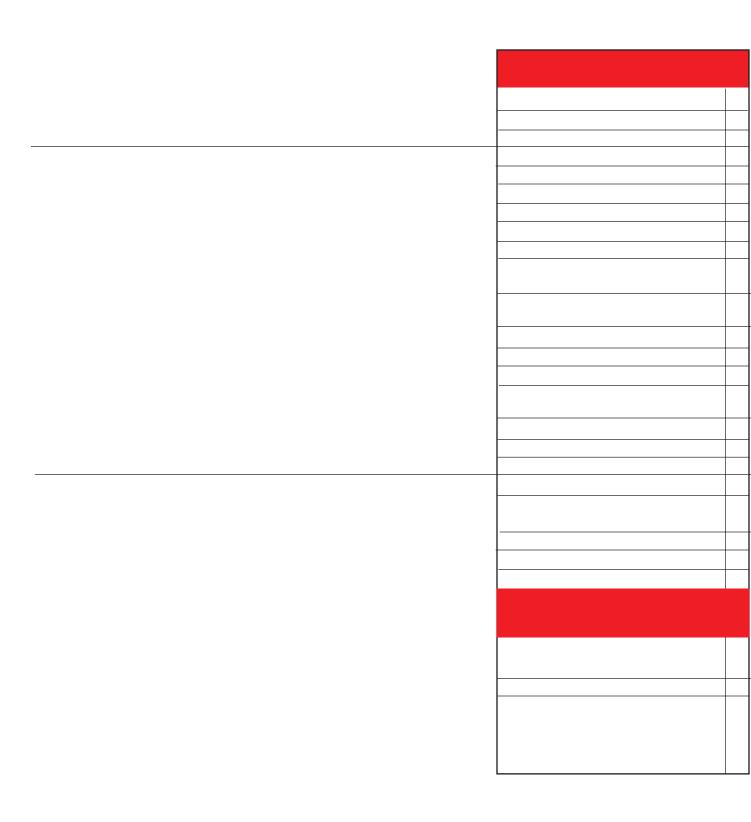
MST = Mathematics, Science, and Technology Standards

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

SS = Social Studies Standards

Arts = The Arts Standards





Arts/Humanities

Title of Activity: Making a Sundial

GRADE					
9	10	11	12		

9 10 11 12	Estimated Time: 2 weeks - 2 months of	or semester, depending on craft cho	sen
OBJECTIVE(S)		COMMENCEMENT STANDARDS	
1	Students demonstrate their competencies via a permanent, functional, community-based object. They learn about and gain appreciation of the		
interdependence of artists, so		Arts/Humanities (3b) 1. Foundations	
interdependence of artists, so	piertiisis, and craitspeople.	2. Communication	
		3. Aesthetics	
DESCRIPTION OF AC		Aestrictes A. Personal Qualities	
	ry every civilizationÑGreeks, Babylonians,	Creative Processes and Practices	
	sun to learn the time of day and season of the erger of aesthetics, craftsmanship, and science. The	6. Making Results Public	¥
	are the gnomonand the clock face. The gnomon is	Career Development (1)	
	eet metal thick enough to resist bending yet flexible	Complete development of career plan	
	clock face in the north-south direction. The shadow	Apply decision-making skills in	
	enough to make a readable line. Complete directions	selection of a career option	
	d positioning are available in library resource books.	3. Analyze skills and abilities in a	
	ccurate within 10 minutes of mean time. available on site will determine the craft process		
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Estimated Time: 10 hours

Arts/Humanities

Title of Activity: Community Services

GRADE					
9	10	11	12		

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

Arts/Humanities

-	
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Estimated Time: 2£3 weeks

Arts/Humanities

Title of Activity: Performance Publicity/Review

GRADE					
9	10	11	12		

	Estimated Time. 210 weeks	
OBJECTIVE(S) Studente publiciza and review local public artistic/greative performance	COMMENCEMENT STANDARDS	
Students publicize and review local public artistic/creative performance.	Arts/Humanities (3b)	
DBJECTIVE(S) Students publicize and review local public artistic/creative performance. Arts. 1. Fo. 2. Co. 3. Ac. 4. Pe. 4. Pe. 5. Cr. community, using: Newspapers Schedules from local arts/cultural organizations, performance halls, universities Library, cafŽ, and other community postings ¥ Students select an upcoming performance and compile a press release to be published in their school or community newspaper. Research on previous productions of performance and/or published articles/reviews (when available) should be used in compiling the press release. ★ Students publicize the performance within their school (e.g., through)	1. Foundations	
	2. Communication	¥
	3. Aesthetics	¥
DESCRIPTION OF ACTIVITY	4. Personal Qualities	
, , ,	5. Creative Processes and Practices	¥
community, using: Newspapers Schedules from local arts/cultural organizations, performance halls, universities Library, cafŽ, and other community postings Yes Students select an upcoming performance and compile a press	6. Making Results Public	¥
	Career Development (1)	
	Complete development of career plan	
	Apply decision-making skills in	
	selection of a career option	
	3. Analyze skills and abilities in a	¥
	career option	
	Integrated Learning (2)	V
¥ Students publicize the performance within their school (e.g., through	1. Demonstrate integration and application	
	2. Use academic knowledge and skills	¥
¥ Students review the performance, and discuss how their publicity		

Arts/Humanities

Title of Activity: Art Gallery

DESCRIPTION OF ACTIVITY ¥ The teacher provides a social or historical theme (can also be related to current events) and each student designs and creates a visual representation of the theme. Students are encouraged to use different materials and media to realize their piece; pieces may be installation pieces, sculptures, multimedia pieces, paintings, etc. MATERIALS/RESOURCES ¥ Dependent upon individual projects COMMENTS/MODIFICATIONS	GRADE 9 10 11 12 OBJECTIVE(S) Students create and install their own visual art pieces.	Estimated Time: 1£3 weeks
¥ Dependent upon individual projects	¥ The teacher provides a social or historical theme (can also be related to current events) and each student designs and creates a visual representation of the theme. Students are encouraged to use different materials and media to realize their piece; pieces may be	
COMMENTS/MODIFICATIONS		
	COMMENTS/MODIFICATIONS	

Sample Questionnaire

) Please circle if you are	a (all that apply):		
student	teacher	visitor	friend/relative of exhibiting artist
How interesting/engagi	ng did you find the ex	hibit?	
very interesting	interesting	somewhat	uninteresting

Arts/Humanities

Title of Activity: Interdisciplinary Project

GRADE								
9	10	11	12					

OBJECTIVE(S)

Students compare themes and trends across different artistic genres in a given period of time.

DESCRIPTION OF ACTIVITY

¥ Each student selects a distinct time period (e.g., between the World Wars) or artistic movement (e.g., Romanticism) and explores how different artistic disciplines of the time influenced and/or paralleled one another. Students also discuss what historical events may have shaped or spawned the dominant themes of the time, and should support their analysis with specific examples of works. Finally, students should compare works of their chosen time period/movement with works from a previous period/movement to highlight changes and developments. Students should choose at least two of the following genres to focus on in their comparison:

Visual art

Theatre

Film

Music

Literature

Architecture

MATERIALS/RESOURCES

¥ Access to research documents

COMMENTS/MODIFICATIONS

¥ Students may present their information in a research paper or in the creation of artistic works that embody/depict dominant themes of the time. If students choose to submit works, at least two genres must be represented.

Estimated Time: 2 weeks

COMMENCEMENT STANDARDS	P
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	
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SOURCE/CREDIT

Submitted by WestEd.

Estimated Time: 2 class periods

Arts/Humanities

Title of Activity: Music Appreciation Class

GRADE									
9	10	11	12						

OBJECTIVE(S)	COMMENCEMENT STANDARDS	;		
Students plan and teach a music appreciation class for elementary school students.	Arts/Humanities (3b)			
	1. Foundations	¥		
	2. Communication	¥		
DESCRIPTION OF ACTIVITY	3. Aesthetics			
¥ Students determine an elementary school or teacher to serve as	4. Personal Qualities	¥		
partner/host.	5. Creative Processes and Practices	¥		
¥ Students then design a music appreciation class that will be	6. Making Results Public	¥		
interactive, age-appropriate, and instructive on basic music	Career Development (1)			
principles such as:	Complete development of career plan			
Pitch Rhythm	Apply decision-making skills in			
Tempo	selection of a career option			
Dynamics	3. Analyze skills and abilities in a	¥		
Tone	career option			
Classification and use of instruments	Integrated Learning (2)			
¥ Students deliver the lesson. The elementary school class then uses	Demonstrate integration and application	-		
these principles to create an original group composition, compare	Use academic knowledge and skills	¥		
and contrast different types of music, or perform an existing piece of music.	3. Research, interpret, analyze, and			
of music.	evaluate information			
	Universal Foundation Skills (3a)			
	1. Basic Skills	¥		
	2. Thinking Skills	¥		
	3. Personal Qualities	¥		
	4. Interpersonal Skills	¥		
	5. Technology			
MATERIALS/RESOURCES	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			
SOURCE/CREDIT	The Arts	¥		
Submitted by WestEd.				

Cross Reference Checklist

Arts/Humanities Sample Activities

Sample Activities	CDOS 3b	CDOS 1	CDOS 2	CDOS 3a	ELA	LOTE	MST	H/PE /FCS	SS	ARTS
1. Newsletter										