

# CORE CURRICULUM— HUMAN AND PUBLIC SERVICES

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*Standard 3b: Career Clusters*

## Standard 3b: Career Clusters

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### 1. Ethical/Legal Responsibilities

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

Students will:

*Standard 3b: Career Clusters*





- **Hand Hygiene:**
  - Proper handwashing technique (duration, water temperature, soap use)
  - Importance of hand hygiene in preventing disease transmission
- **Sanitation Practices:**
  - Safe disposal of waste and sewage
  - Proper use of toilets and latrines
  - Importance of clean water supply and storage
- **Food Safety:**
  - Safe food handling practices (temperature control, cross-contamination prevention)
  - Importance of clean food preparation surfaces and utensils
- **Public Health Measures:**
  - Role of community education and awareness campaigns
  - Importance of reporting and addressing sanitation issues

### 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:

- Explain the importance of sanitation in preventing disease transmission
- Describe the principles of hand hygiene and proper handwashing technique
- Identify common sanitation practices used in communities
- Discuss the role of clean water supply and storage in preventing disease
- Explain the importance of safe food handling practices
- Describe the role of community education and awareness campaigns in promoting sanitation
- Identify common sanitation issues and discuss ways to address them

Discussion Questions

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## 5. Interpersonal Dynamics

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

Students will:

- 1. Identify and describe the components of interpersonal communication
  - 1.1. identify the sender, receiver, message, channel, and feedback
  - 1.2. identify the context, content, and relationship
  - 1.3. identify the purpose, goal, and outcome
  - 1.4. identify the medium, mode, and medium
- 2. Identify and describe the components of interpersonal communication
  - 2.1. identify the sender, receiver, message, channel, and feedback
  - 2.2. identify the context, content, and relationship
  - 2.3. identify the purpose, goal, and outcome
  - 2.4. identify the medium, mode, and medium
- 3. Identify and describe the components of interpersonal communication
  - 3.1. identify the sender, receiver, message, channel, and feedback
  - 3.2. identify the context, content, and relationship
  - 3.3. identify the purpose, goal, and outcome
  - 3.4. identify the medium, mode, and medium

### Discussion Questions

- 1. How do you think you can improve your interpersonal communication skills?
- 2. How do you think you can improve your interpersonal communication skills?

## 6. Safety

**Performance Indicator:** Students provide safe environments for others.

Students will:

- 1. Identify and describe the components of interpersonal communication
  - 1.1. identify the sender, receiver, message, channel, and feedback
  - 1.2. identify the context, content, and relationship
  - 1.3. identify the purpose, goal, and outcome
  - 1.4. identify the medium, mode, and medium
- 2. Identify and describe the components of interpersonal communication
  - 2.1. identify the sender, receiver, message, channel, and feedback
  - 2.2. identify the context, content, and relationship
  - 2.3. identify the purpose, goal, and outcome
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  - 3.1. identify the sender, receiver, message, channel, and feedback
  - 3.2. identify the context, content, and relationship
  - 3.3. identify the purpose, goal, and outcome
  - 3.4. identify the medium, mode, and medium

### Discussion Questions

- 1. How do you think you can improve your interpersonal communication skills?
- 2. How do you think you can improve your interpersonal communication skills?

## 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. generate ideas
- 3. evaluate the ideas
- 4. select the best idea
- 5. implement the idea
- 6. evaluate the results
- 7. reflect on the process
- 8. communicate the results
- 9. collaborate with others
- 10. seek feedback
- 11. learn from mistakes
- 12. adapt to change
- 13. manage time
- 14. manage resources
- 15. manage risk
- 16. manage conflict
- 17. manage stress
- 18. manage emotions
- 19. manage behavior
- 20. manage relationships

### Discussion Questions

- 1. How do you solve a problem?
- 2. How do you set goals?
- 3. How do you make decisions?

## 8. Personal Resource Management

**Performance Indicator:** Students apply personal and resource management skills.

Students will:

- 1. identify and analyze the problem
- 2. generate ideas
- 3. evaluate the ideas
- 4. select the best idea
- 5. implement the idea
- 6. evaluate the results
- 7. reflect on the process
- 8. communicate the results
- 9. collaborate with others
- 10. seek feedback
- 11. learn from mistakes
- 12. adapt to change
- 13. manage time
- 14. manage resources
- 15. manage risk
- 16. manage conflict
- 17. manage stress
- 18. manage emotions
- 19. manage behavior
- 20. manage relationships

### Discussion Questions

- 1. How do you manage your time?
- 2. How do you manage your resources?
- 3. How do you manage your risk?
- 4. How do you manage your conflict?
- 5. How do you manage your stress?
- 6. How do you manage your emotions?
- 7. How do you manage your behavior?
- 8. How do you manage your relationships?

## 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. nutrition
  - 2.2. physical activity
  - 2.3. stress management
  - 2.4. substance use
  - 2.5. sleep
  - 2.6. mental health
- 3. identify and describe the components of a positive image of wellness
  - 3.1. self-esteem
  - 3.2. self-compassion
  - 3.3. self-acceptance
  - 3.4. self-empowerment
  - 3.5. self-efficacy
  - 3.6. self-actualization

### 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>

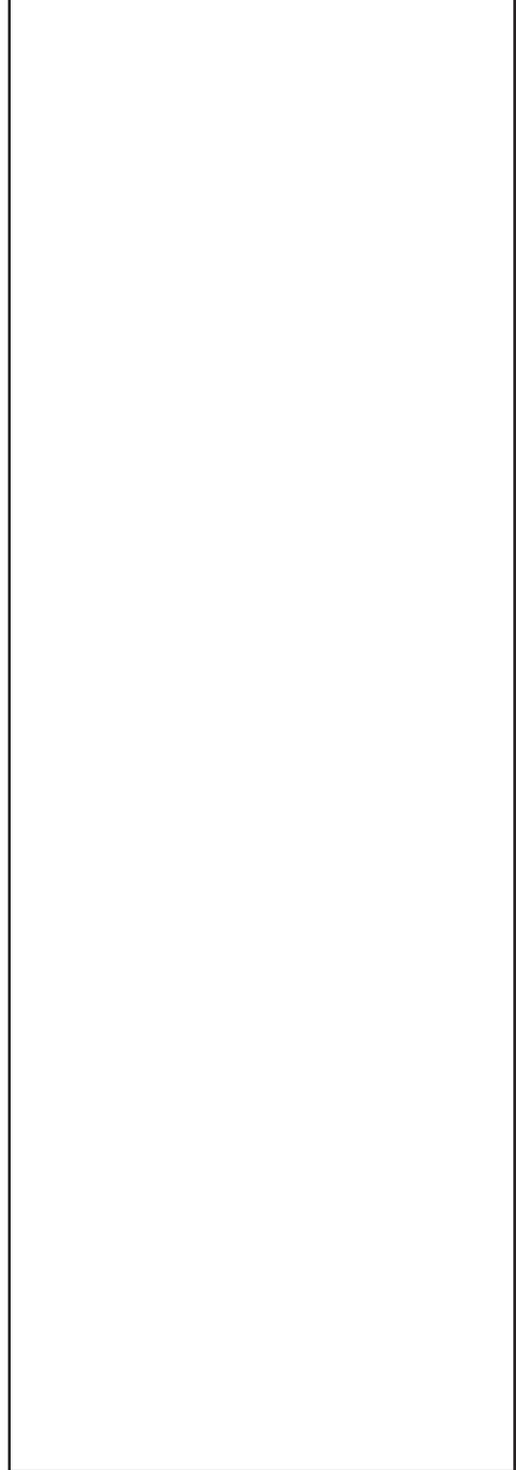
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# CORE CURRICULUM— N





## 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:



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# CAREER CLUSTERS— NATURAL AND AGRICULTURAL SCIENCES SAMPLE ACTIVITIES OVERVIEW

Sample Activities	Page	CDOS and Possible Connecting Standards
Agribusiness	10	▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>
Agribusiness (continued)	11	▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>
Agribusiness (continued)		▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>
Agribusiness (continued)		▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>
Agribusiness (continued)		▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>
Agribusiness (continued)		▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>
Agribusiness (continued)	12	▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>

[CDOS: Agriculture, Food, and Forestry](#)  
[CDOS: Agriculture, Food, and Forestry](#)  
[CDOS: Agriculture, Food, and Forestry](#)  
[CDOS: Agriculture, Food, and Forestry](#)  
[CDOS: Agriculture, Food, and Forestry](#)  
[CDOS: Agriculture, Food, and Forestry](#)  
[CDOS: Agriculture, Food, and Forestry](#)



# COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

## Natural and Agricultural Sciences

Title of Activity: *Investigating the Effects of Temperature on the Rate of Diffusion*

GRADE			
9	10	11	12

Estimated Time: *150 minutes*

OBJECTIVE(S)	COMMENCEMENT STANDARDS	
	<i>Students will understand the relationship between temperature and the rate of diffusion.</i>	<b>Natural and Agricultural Sciences (3b)</b>
<b>DESCRIPTION OF ACTIVITY</b> <i>Students will be able to design an experiment to investigate the effect of temperature on the rate of diffusion.</i> <i>Students will be able to collect and analyze data from the experiment.</i> <i>Students will be able to write a lab report.</i>	<i>Students will be able to design an experiment to investigate the effect of temperature on the rate of diffusion.</i>	
	<i>Students will be able to collect and analyze data from the experiment.</i>	
	<i>Students will be able to write a lab report.</i>	
	<b>Career Development (1)</b>	
	<i>Students will be able to apply their knowledge of science to a real-world situation.</i>	
	<i>Students will be able to work in a team.</i>	
	<i>Students will be able to communicate their findings.</i>	
	<b>Integrated Learning (2)</b>	
	<i>Students will be able to apply their knowledge of science to a real-world situation.</i>	
	<i>Students will be able to work in a team.</i>	
	<i>Students will be able to communicate their findings.</i>	
	<b>Universal Foundation Skills (3a)</b>	
	<i>Students will be able to apply their knowledge of science to a real-world situation.</i>	
	<i>Students will be able to work in a team.</i>	
	<i>Students will be able to communicate their findings.</i>	
<b>MATERIALS/RESOURCES</b>		
<i>Students will be able to apply their knowledge of science to a real-world situation.</i>		
<i>Students will be able to work in a team.</i>		
<i>Students will be able to communicate their findings.</i>		
<b>COMMENTS/MODIFICATIONS</b>	<b>POSSIBLE STANDARDS CONNECTIONS</b>	
<i>Students will be able to apply their knowledge of science to a real-world situation.</i>		
<i>Students will be able to work in a team.</i>		
<i>Students will be able to communicate their findings.</i>		
<b>SOURCE/CREDIT</b>		
<i>Students will be able to apply their knowledge of science to a real-world situation.</i>		



















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: Making a Sundial

GRADE			
9	10	11	12

Estimated Time: 2 weeks - 2 months or semester, depending on craft chosen

OBJECTIVE(S)	COMMENCEMENT STANDARDS	
<p>Students demonstrate their competencies via a permanent, functional, community-based object. They learn about and gain appreciation of the interdependence of artists, scientists, and craftspeople.</p>	Arts/Humanities (3b)	
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p>¥ Throughout human history every civilization—Greeks, Babylonians, Egyptians—relied on the sun to learn the time of day and season of the year. A sundial was a merger of aesthetics, craftsmanship, and science. The two parts of the sundial are the gnomon and the clock face. The gnomon is made from a piece of sheet metal thick enough to resist bending yet flexible enough to attach to the clock face in the north-south direction. The shadow line it casts must be thin enough to make a readable line. Complete directions for calibrating the face and positioning are available in library resource books. The sundial should be accurate within 10 minutes of mean time.</p> <p>¥ Personnel and materials available on site will determine the craft process chosen to culminate this project. Possibilities include:</p>	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	

# COMMENCEMENT CAREER CLUSTERS SAMPLE ACTIVITY

Arts/Humanities

Title of Activity: Community Services

GRADE			
9	10	11	12

Estimated Time: 10 hours

<p><b>OBJECTIVE(S)</b> 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><b>COMMENCEMENT STANDARDS</b></p>																																																
<p><b>DESCRIPTION OF ACTIVITY</b> ¥ 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><b>SOURCE/CREDIT</b> 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.	



