

# 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:**
  - Regular handwashing with soap and water for at least 20 seconds.
  - Use of hand sanitizer (alcohol-based) when soap and water are not available.
- **Respiratory Hygiene:**
  - Covering mouth and nose with a tissue or elbow when coughing or sneezing.
  - Wearing a face mask in public settings, especially during periods of high community transmission.
- **Surface Disinfection:**
  - Regular cleaning and disinfection of frequently touched surfaces (doorknobs, light switches, etc.).
  - Use of appropriate disinfectants (e.g., bleach, hydrogen peroxide).
- **Safe Food Handling:**
  - Proper food storage, preparation, and consumption.
  - Avoiding cross-contamination of raw meat and poultry.
- **Safe Water and Sanitation:**
  - Drinking clean, safe water.
  - Using proper toilet and sewage disposal practices.

### 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 hand hygiene in preventing disease transmission.
- Describe the correct technique for handwashing with soap and water.
- Identify situations where hand sanitizer should be used.
- Explain the importance of respiratory hygiene in preventing disease transmission.
- Describe the correct technique for coughing and sneezing into a tissue or elbow.
- Identify situations where a face mask should be worn.
- Explain the importance of surface disinfection in preventing disease transmission.
- Describe the correct technique for cleaning and disinfecting surfaces.
- Explain the importance of safe food handling in preventing disease transmission.
- Describe the correct technique for food storage, preparation, and consumption.
- Explain the importance of safe water and sanitation in preventing disease transmission.
- Describe the correct technique for drinking clean, safe water and using proper toilet and sewage disposal practices.

Discussion Questions

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## 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 ideas
- 4. select a solution
- 5. implement the solution
- 6. evaluate the solution
- 7. reflect on the process
- 8. communicate the solution
- 9. collaborate with others
- 10. seek feedback
- 11. adapt to change
- 12. manage time
- 13. manage resources
- 14. manage risk
- 15. manage conflict

### Discussion Questions

- 1. How do you identify and analyze a problem?
- 2. How do you generate ideas?
- 3. How do you evaluate ideas?
- 4. How do you select a solution?
- 5. How do you implement the solution?
- 6. How do you evaluate the solution?
- 7. How do you reflect on the process?
- 8. How do you communicate the solution?
- 9. How do you collaborate with others?
- 10. How do you seek feedback?
- 11. How do you adapt to change?
- 12. How do you manage time?
- 13. How do you manage resources?
- 14. How do you manage risk?
- 15. How do you manage conflict?

## 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 ideas
- 4. select a solution
- 5. implement the solution
- 6. evaluate the solution
- 7. reflect on the process
- 8. communicate the solution
- 9. collaborate with others
- 10. seek feedback
- 11. adapt to change
- 12. manage time
- 13. manage resources
- 14. manage risk
- 15. manage conflict
- 16. identify and analyze the problem
- 17. generate ideas
- 18. evaluate ideas
- 19. select a solution
- 20. implement the solution
- 21. evaluate the solution
- 22. reflect on the process
- 23. communicate the solution
- 24. collaborate with others
- 25. seek feedback
- 26. adapt to change
- 27. manage time
- 28. manage resources
- 29. manage risk
- 30. manage conflict

### Discussion Questions

- 1. How do you identify and analyze a problem?
- 2. How do you generate ideas?
- 3. How do you evaluate ideas?
- 4. How do you select a solution?
- 5. How do you implement the solution?
- 6. How do you evaluate the solution?
- 7. How do you reflect on the process?
- 8. How do you communicate the solution?
- 9. How do you collaborate with others?
- 10. How do you seek feedback?
- 11. How do you adapt to change?
- 12. How do you manage time?
- 13. How do you manage resources?
- 14. How do you manage risk?
- 15. How do you manage conflict?

## 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. describe the components of wellness
  - 1.2. describe the components of wellness
  - 1.3. describe the components of wellness
  - 1.4. describe the components of wellness
  - 1.5. describe the components of wellness
  - 1.6. describe the components of wellness
  - 1.7. describe the components of wellness
  - 1.8. describe the components of wellness
  - 1.9. describe the components of wellness
  - 1.10. describe the components of wellness
- 2. identify and describe the components of wellness
  - 2.1. describe the components of wellness
  - 2.2. describe the components of wellness
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  - 2.10. describe the components of wellness
- 3. identify and describe the components of wellness
  - 3.1. describe the components of wellness
  - 3.2. describe the components of wellness
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  - 3.4. describe the components of wellness
  - 3.5. describe the components of wellness
  - 3.6. describe the components of wellness
  - 3.7. describe the components of wellness
  - 3.8. describe the components of wellness
  - 3.9. describe the components of wellness
  - 3.10. describe the components of wellness

### Discussion Questions

- 1. How do you define wellness?
- 2. What are the components of wellness?
- 3. How do you promote 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>CDOS Standard 1</i>
Activity 2: <i>Sample Activity 2</i>		• <i>CDOS Standard 2</i>
Activity 3: <i>Sample Activity 3</i>		• <i>CDOS Standard 3</i>
Activity 4: <i>Sample Activity 4</i>		• <i>CDOS Standard 4</i>
Activity 5: <i>Sample Activity 5</i>		• <i>CDOS Standard 5</i>
Activity 6: <i>Sample Activity 6</i>		• <i>CDOS Standard 6</i>
Activity 7: <i>Sample Activity 7</i>		• <i>CDOS Standard 7</i>

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# COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

## Human and Public Services

**Title of Activity:** *Community Service Project*

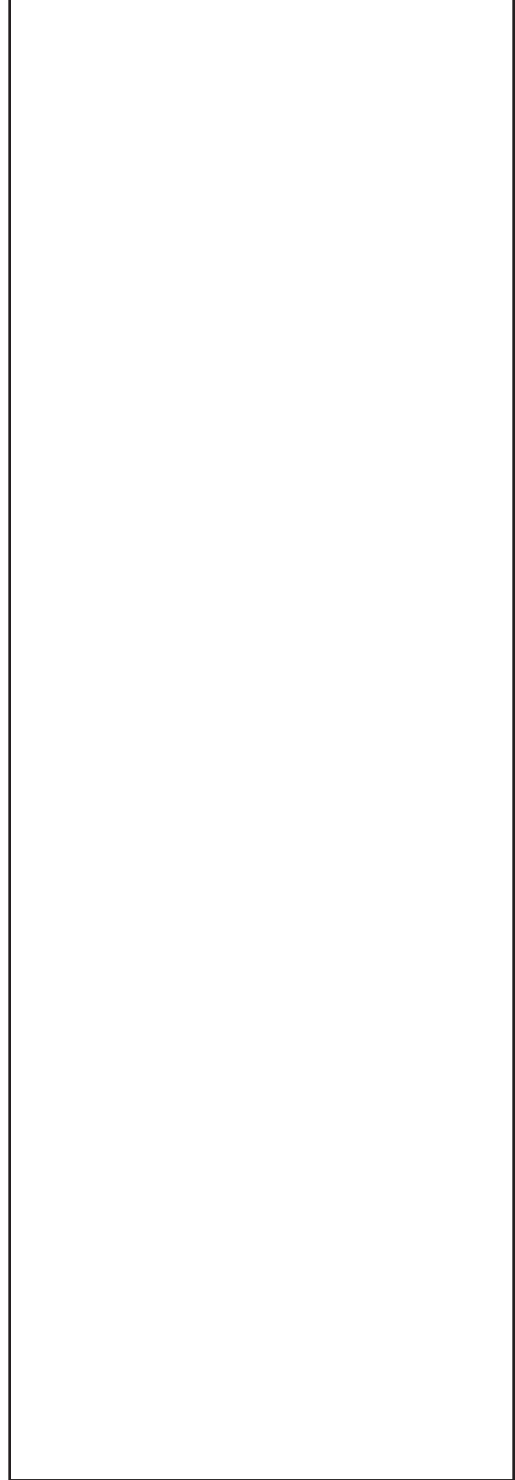
GRADE			
9	10	11	12

**Estimated Time:** *1 hour*

OBJECTIVE(S)	COMMENCEMENT STANDARDS	
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>1. Identify the needs of the community.</li> <li>2. Plan and execute a community service project.</li> <li>3. Evaluate the impact of the project on the community.</li> </ul>		
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p><i>Students will participate in a community service project. They will be divided into groups and assigned to different tasks. The tasks will include identifying the needs of the community, planning the project, and executing the project. The project will be evaluated at the end of the semester.</i></p> <ul style="list-style-type: none"> <li>○ <i>Identify the needs of the community.</i></li> <li>○ <i>Plan the project.</i></li> <li>○ <i>Execute the project.</i></li> <li>○ <i>Evaluate the impact of the project on the community.</i></li> </ul>		
<p><b>MATERIALS/RESOURCES</b></p> <p><i>Community service project.</i></p>		
<p><b>COMMENTS/MODIFICATIONS</b></p> <p><i>Community service project.</i></p>		
<p><b>SOURCE/CREDIT</b></p> <p><i>Community service project.</i></p>		
	HUMAN AND PUBLIC SERVICES (3b)	
	<i>Identify the needs of the community.</i>	
	<i>Plan the project.</i>	
	<i>Execute the project.</i>	
	<i>Evaluate the impact of the project on the community.</i>	
	CAREER DEVELOPMENT (1)	
	<i>Identify the needs of the community.</i>	
	<i>Plan the project.</i>	
	<i>Execute the project.</i>	
	<i>Evaluate the impact of the project on the community.</i>	
	INTEGRATED LEARNING (2)	
	<i>Identify the needs of the community.</i>	
	<i>Plan the project.</i>	
	<i>Execute the project.</i>	
	<i>Evaluate the impact of the project on the community.</i>	
	UNIVERSAL FOUNDATION SKILLS (3a)	
	<i>Identify the needs of the community.</i>	
	<i>Plan the project.</i>	
	<i>Execute the project.</i>	
	<i>Evaluate the impact of the project on the community.</i>	
	POSSIBLE STANDARDS CONNECTIONS	
	<i>Identify the needs of the community.</i>	
	<i>Plan the project.</i>	
	<i>Execute the project.</i>	
	<i>Evaluate the impact of the project on the community.</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:



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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 and Agriculture	11	▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>
Agribusiness and Forestry		▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>
Agribusiness and Forestry		▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>
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Agribusiness and Forestry		▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>
Agribusiness and Forestry		▲ <a href="#">CDOS: Agriculture, Food, and Forestry</a>

[CDOS: Agriculture, Food, and Forestry](#)  
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[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) <i>Students will be able to:</i>	COMMENCEMENT STANDARDS	
		<b>Natural and Agricultural Sciences (3b)</b>
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	<i>3b.1.</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: 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) Students plan and teach a music appreciation class for elementary school students.	COMMENCEMENT STANDARDS	
		Arts/Humanities (3b)
<b>DESCRIPTION OF ACTIVITY</b> ¥ Students determine an elementary school or teacher to serve as partner/host. ¥ Students then design a music appreciation class that will be interactive, age-appropriate, and instructive on basic music principles such as: Pitch Rhythm Tempo Dynamics Tone Classification and use of instruments ¥ Students deliver the lesson. The elementary school class then uses these principles to create an original group composition, compare and contrast different types of music, or perform an existing piece of music.	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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<b>MATERIALS/RESOURCES</b>	6. Managing Information	¥
	7. Managing Resources	¥
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<b>COMMENTS/MODIFICATIONS</b>	POSSIBLE STANDARDS CONNECTIONS	
	English Language Arts	
	Languages Other than English	
	Mathematics, Science, and Technology	
	Health, Physical Education, and Family and Consumer Sciences	
	Social Studies	
<b>SOURCE/CREDIT</b> Submitted by WestEd.	The Arts	¥



