

| Performance Tasks/<br>Assessments   | Standards & Competencies<br>(Exp. = pre-industry content standard<br>Prep.= industry standard)  | Essential Academic Learning Requirements (EALRs)<br>Goals 1 & 2  | Integrating Analytical, Logical, & Creative Thinking (Thinking Skills)<br>Goal 3                            | Leadership Skills and activity  | Employability Skills   | Local District Goals                                | Relevance to Work Goal 4  | Hours Spent on This Major Unit of Study |
|---|---|--|---|---|--|---|---|---|
| Given a family scenario, students will use skills and knowledge acquired in this unit to analyze strategies for balancing career goals and family life. They will examine policies, issues and trends related to work and family, how social, economic and technology impact family. Students will present findings and solutions to panel of counselors. | 1.1 Analyze strategies to manage multiple individual family, career, can community roles and responsibilities.<br>1.1.1 Examine policies, issues, and trends in the workplace and community that impact individuals and families.<br>1.1.2 analyze the impact of social, economic and technological change on work and the family.<br>1.1.3 analyze ways that individual career goals can enhance the family's capacity to meet goals for all family members<br>1.14 Analyze the potential impact of career path decisions on | <b>Communication</b><br>2.3 Use effective delivery<br>2.4 Use effective language and style<br>3.1 Use language to interact effectively and responsibly with others | Analytical and creative thinking skills.<br>Critical thinking skills,<br>Problem solving<br>Decision Making | Power of One: A Better You, Family Ties,<br><br>Working on Working Career Connection:<br><br>Plug In to Career<br><br>Access Skills for Career Success<br><br>Integrate Work for Live<br><br>Program Career | Basic Skills<br><br>Personal Qualities<br><br>Resources<br><br>Interpersonal<br><br>Information Technology | To ensure that all students learn to high standards | FCCLS:<br>Working on Work Activity<br><br>Balancing Family and Career |   |

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|   | balancing work and the family.<br>1.15 Determine goals for life-long learning and leisure opportunities for al family members.<br><br>1.1.6 Determine skills and knowledge needed to develop a life plan for achieving individual, family and career goals.  |   |   |  |  |                      |                          |   |
| Students will research careers in Human and Social Service pathway to determine knowledge, skills and attitudes needed, will interview professionals in Health and Humans Services field and working in groups will plan and present a job fair for other students during lunches and after school. | 1.2 Demonstrate transferable and employability skills in community and workplace settings.<br>1.2.1 Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.<br>1.2.2 Demonstrate job seeking and job keeping skills.<br>1.2.3 Apply communication skills in community and workplace | <b>Writing:</b><br>2.4 Write for career applications.<br>3.1 Pre-write<br>3.2 Draft<br>3.4 Edit<br>3.5 Publish<br><br><b>Communication</b><br>2.3 Use effective delivery<br>2.4 Use effective language and style<br>3.1 Use language to interact effectively and responsibly with others. | Analytical and creative thinking skills.<br>Critical thinking skills,<br>Problem solving<br>Decision Making | Power of One: Working on Work<br>Take the Lead<br>Stars Event: job interview, parliamentary procedures | Basic Skills<br><br>Personal Qualities<br><br>Resources<br><br>Interpersonal<br><br>Information Technology |                      |                          | Career Exploration,<br><br>Personal Interest Inventory.<br><br>Job shadows, interviews of employers |

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|   | settings.<br>1.2.4 Demonstrate teamwork skills in community and workplace settings<br>1.2.6 Demonstrate leadership skills and abilities in the workplace and community.<br>1.2.8 Demonstrate work ethics and professionalism  |   |   |  |  |   |                                    |   |
| Working in groups, students will interview school and community members to determine needs for community service for the community and plan at least one activity to carry out during the semester. | 1.3 Analyze the reciprocal impact of individuals and family participation in community activities<br>1.3.1 Examine goals that support individuals and family members in carrying out community and civic responsibilities.<br>1.3.2 Arrange a plan for individuals and families to select and develop skills in community activities. | <b>Communication:</b><br>2.4 Use effective language and style<br>3.1 Use language to interact effectively and responsibly with others | Analytical and creative thinking skills.<br>Critical thinking skills,<br>Problem solving<br>Decision Making | Community Service Project that promotes and supports volunteerism<br><br>Power of One: A Better You; Take the Lead | Basic Skills<br><br>Personal Qualities<br><br>Resources<br><br>Interpersonal<br><br>Information and Technology | To ensure that all students learn to high standards | Community Service and Volunteerism |   |

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|   | 1.3.3 Determine skills that provide beneficial services to the community<br>1.3.4 Eine community resources and systems of formal and informal support available to individuals and families.<br>1.3.5 Examine the impact of public policies, agencies and institutions on the family.       |   |  |  |  |                      |  |   |
| After interviewing and completing job shadows, students will create a Career Portfolio of a career of interest, including information on roles and functions of employees, opportunities for employment, education and training needed and examine and economic impact. | 7.1 analyze career paths within family and community services.<br>7.1.1 Determine roles and functions of individuals engaged in family and community services careers.<br>7.1.2 Explore opportunities for employment and entrepreneurial endeavors.<br>7.1.3 Examine education and training | <b>Communication:</b><br>2.4 Use effective language and style<br>3.1 Use language to interact effectively and responsibly with others | Analytical process (compare and contrast, distinguish between fact and opinion)<br>Critical thinking<br><br>Metacognitive (planning representation ) | Power of One<br><br>Families First<br><br>Career Connections: Access Skills for Career Success, and Stars Events, job interviews | Basic Skills<br><br>Personal Qualities<br><br>Resources<br><br>Interpersonal<br><br>Information and Technology |                      | Career research on a specific career<br><br>Exploration of learning and behavior styles<br><br>Interviews with professionals |   |

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|  | requirements and opportunities for career paths in family and community services.<br>7.1.4 Examine the impact of family and community service occupations on local, state, national and global economics   |   |   |  |  |                      |  |   |
| After reading a novel, autobiography, memoir, or other book related to human services, such as <u>Ellen Foster</u> , by Kaye Gibbons, <u>The Broken Cord</u> by Michael Dorris students will examine the specific needs of the characters, research local state and national agencies that might provide services and present a report to class on the topic | 7.2 Analyze factors related to providing family and community services<br>7.2.1 Examine local state and national agencies and informal support resources providing human services.<br>7.2.2 Determine professional, ethical, legal and safety issues that confront human service employees.<br>7.2.3 Examine licensing laws and regulations that affect service providers and their participants.<br>7.2.4 Determine | <b>Reading:</b><br>2.1 Demonstrate evidence of reading comprehension.<br>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.<br>2.4 Think critically and analyze author's use of language, style, purpose, and perspective.<br>3.1 Read to learn new information.<br>3.2 Read to perform a task.<br><br><b>Communication</b> | Cognitive<br><br>Analytical<br><br>Metacognitive<br><br>Critical Thinking<br><br>Creative Thinking Skills<br><br>Problem Solving<br><br>Decision Making | Families First (Meet the Challenge)<br><br>Career Connections<br><br>STARS Events (Chapter Service)<br><br>Leaders at Work | Basic Skills<br><br>Personal Qualities<br><br>Resources<br><br>Interpersonal<br><br>Information and Technology |                      | Job Shadow<br><br>Interview Professional<br><br>Research and locate information<br><br>Presentation skills |   |

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|  | harmful, fraudulent and deceptive human service practices.<br>7.2.5 Determine the rights and responsibilities of human service participants and their families.<br>7.2.6 Determine effective individual and family advocacy and self advocacy strategies to overcome diverse challenges facing human service participants.<br>7.2.7 Explore community networking opportunities in family and community services | 2.4 Use effective language and style<br>3.1 Use language to interact effectively and responsibility with others.<br><br><b>Soc Studies/Civics</b><br>1.3 Examine representative government and citizen participation.<br>4.3 Explain how various stakeholders influence public policy |  |  |  |  |  |   |
| During practicum students will keep and maintain a journal regarding activities performed. Students will create an evaluation form to be used to | 7.3 Demonstrate professional behaviors, skills and knowledge in providing family and community serves.<br>7.3.1 Utilize rules, regulations, and   | <b>Writing:</b><br>2.4 Write for career applications.<br>3.1 Pre-write<br>3.2 Draft<br>3.4 Edit<br>3.5 Publish<br><br><b>Communication</b>  | Analytical<br><br>Critical Thinking<br><br>Creative Thinking Skills              | Power of One<br><br>A Better You STARS Events<br><br>Interpersonal Communications<br><br>Job Interview | Basic Skills<br><br>Personal Qualities<br><br>Resources<br><br>Interpersonal | To ensure that all students learn to high standard | Intern at local Human and Social Services Agency |   |

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| evaluate their performance by self, teacher and supervisor. | work site policies that affect employer, employee, participant, and family rights and responsibilities.<br>7.3.2 Demonstrate professional collaborative relationships with colleagues, support teams, participants and families.<br>7.3.3 Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.<br>7.3.4 Examine participant's strengths, needs, preferences, and interests across the life span through formal and informal assessment practices.<br>7.3.5 Demonstrate use of technology in human services. | 2.4 Use effective language and style<br>3.1 Use language to interact effectively and responsibility with others.<br><br><b>Social Studies/Civics</b><br>1.3 Examine representative government and citizen participation.<br>4.3 Explain how various stakeholders influence public policy. | Problem Solving<br><br>Decision Making   | Skills for Life<br><br>Leaders at Work | Information Technology |                      |                          |   |

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| Given case study situations of elderly, specific needs or elem. / pre-school, families or individuals in crisis, students will evaluate and determine needs of the individual. Using leadership activities, they will plan how to meet the needs of the individual. Students will carry our project and evaluate results, reporting to appropriate audience. | 7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.<br>7.4.1 Assess health, wellness, and safety issues of individuals and families with a variety of disadvantaging conditions.<br>7.4.2 Determine management of individuals and families with a variety of disadvantaging conditions.<br>7.4.3 Research personal, social, emotional, economical, vocational, educational and recreational issues for individuals and families with a variety of disadvantaging conditions.<br>7.4.4 Discriminate between situations | <b>Reading</b><br>2.1 Demonstrate evidence of reading comprehension.<br>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.<br>2.4 Think critically and analyze author's use of language, style, purpose, and perspective.<br>3.1 Read to learn new information.<br>3.2 Read to perform a task<br><br><b>Communication</b><br>2.4 Use effective language and style.<br>3.1 Use language to interact effectively and responsibly with others. | Analytical<br><br>Critical Thinking<br><br>Creative Thinking Skills<br><br>Problem Solving<br><br>Decision Making | Families First: Meet the Challenge<br><br>Power of One: Family Ties<br><br>STARS Events: Illustrated Talk<br><br>Leaders at Work | Basic Skills<br><br>Personal Qualities<br><br>Resources<br><br>Interpersonal<br><br>Team Work<br><br>Communication skills, Information and Technology |                      | Internship journal<br><br>Portfolio<br><br>Team work<br><br>Presentation of work |   |



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|  | that require personal prevention or intervention and those situations that require professional assistance.<br>7.4.5 Determine situations which require crisis intervention.<br>7.4.6 Determine the appropriate support needed to address selected human service issues.  |   |   |                                |   |                      |  |   |
| After interviewing individuals, or reading case studies of individuals with disadvantaging conditions, students will determine needs and accommodations, the affects of finances, social and emotional support for family members and suggest coping strategies to help families deal with | 7.5 Identify services for individuals and families with a variety of disadvantaging conditions.<br>7.5.1 List needs and accommodations for people with a variety of disadvantaging conditions.<br>7.5.2 State ways in which individuals affect the family financially, socially, and emotionally with a variety of disadvantaging | <b>Reading</b><br>2.1 Demonstrate evidence of reading comprehension.<br>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.<br>2.4 Think critically and analyze author's use of language, style, purpose, and perspective.<br>3.1 Read to learn new information. | Analytical<br><br>Critical Thinking<br><br>Creative Thinking Skills<br><br>Problem Solving<br><br>Decision Making |                                | Basic Skills<br><br>Personal Qualities<br><br>Resources<br><br>Interpersonal<br><br>Team Work<br><br>Communication skills, Information and Technology |                      | Internship journal<br><br>Portfolio<br><br>Team work<br><br>Presentation of work |   |

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| individuals with disadvantaging conditions through journal writings and reporting | <p>conditions.</p> <p>7.5.3 Cite coping or adjusting strategies and stress management practices for the participant, a caregiver and family members.</p> <p>7.5.4 Highlight the importance of friends, family and community relationships for individuals with a variety of disadvantaging conditions.</p> <p>7.5.5 Give support that validates the participant's capabilities and rights to privacy, dignity and autonomy.</p> <p>7.5.6 Give participants strategies to make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.</p> | <p>3.2 Read to perform a task</p> <p><b>Communication</b></p> <p>2.4 Use effective language and style.</p> <p>3.1 Use language to interact effectively and responsibly with others.</p> <p><b>Writing</b></p> <p>1.2 Use style appropriate to the audience and purpose.</p> <p>2.1 Write for different audience</p> <p>2.2 Write for different purposes</p> <p>3.5 Publish</p> |  |                                |                      |                      |                          |   |

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|   | 7.5.7 List verbal and nonverbal communication skills related to advising and counseling individuals and families with a variety of disadvantaging conditions. |   |  |                                       |                             |                             |                                 |  |
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|   |  |   |  |   |                                 |                                     |   |  |