### Strand

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>A. Recognize and implement character traits needed for success within the human services academy</td>
<td>1.</td>
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<td></td>
<td>• Communicate effectively verbally and nonverbally</td>
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<td></td>
<td>• Demonstrate ability to collaborate and interact in social scenarios</td>
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<td></td>
<td>• Identify what it means to be accountable, responsible, and professional</td>
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<td></td>
<td>• Identify the importance of networking</td>
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<td></td>
<td>• Use research skills to investigate a career interest</td>
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### Alignments:
CCSS: 9-10.SL.1b-d; 9-10.SL.3; 9-10.SL.4; 9-10.WHST.2a
Performance: 3.1-3.8
Knowledge: (CA) 1,4,6 (SS) 6
SSCLE: RIGIT.6.M (Government)
NETS: 2a,b,d; 4a,d
DOK: 3

### Instructional Strategies
- Given teacher created case scenarios, students will collaborate in groups to respond or solve
- Student presentations of case scenarios
- Teacher:
  - led discussion:
    - on how to perform in a group, leading to students creating a communications checklist
    - based on lectures and character traits
  - lecture on each character trait, including examples
- Students will utilize iPads for note-taking and journaling
## Assessments/Evaluations

- **Formative:**
  - Teacher observation of student presentations
  - Student created communications checklist
- **Summative:** Student journal entries, pursuant to teacher created scoring guide

### Sample Assessment Questions

- **Sample case scenario:**
  - “A co-worker is rude to a customer, what would you do?”
  - “You are scheduled to leave at 6pm. Your replacement worker doesn’t show up. What would you do?”

## Instructional Resources/Tools

- Course specific apps
- SMART Board
- YouTube video segments

## Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners in grade 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  
  b. Work with peers to set rules for collegial discussions and decision-making (e.g. informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed
  
  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions
  
  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning or exaggerating or distorting evidence

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style appropriate to purpose, audience, and task

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
  
  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension
### Cross Curricular Connections

- **ELA:**
  - Speaking and listening – presentations/discussions
  - Writing – journaling
- **Social Studies:** Relationships of individuals to institutions and traditions

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Board Approved 7-14-14
**Introduction to Human Services**

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<td>B. Investigate the career opportunities within the five pathways of the human services academy</td>
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<td>1. Describe possible jobs within the following pathways:</td>
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<td></td>
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<td>• cosmetology and tourism</td>
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<td>• culinary arts</td>
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<td>• law and public safety</td>
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<td>• education</td>
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<td></td>
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<td>• fashion design and marketing</td>
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**Alignments:**
CCSS: 9-10.SL.1d; 9-10.SL.3; 9-10.WHST.2a
Performance: 1.10, 4.3, 4.8,
Knowledge: (CA) 1,4,6 (SS) 6
SSCLE: RIGIT.6.M (Government)
NETS: 1b; 2a,b
DOK: 3

**Instructional Strategies**
- Teacher:
  - lecture on each pathway
  - led discussions based on lectures
- Students will utilize iPads for note-taking and journaling
- Guest speakers on the career pathways
- Field trips to sites related to the career pathways

**Assessments/Evaluations**
- Summative student journal entries, pursuant to teacher created scoring guide

**Sample Assessment Questions**
- Sample journal prompt: Based on today’s guest speaker, explain why you would or would not consider this to be a possible career path.

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<tr>
<td>• Course specific apps</td>
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<td>• SMART Board</td>
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<td>• Guest speakers</td>
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| • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners in grade 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented  
• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning or exaggerating or distorting evidence  
• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content  
  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension |

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| • ELA:  
  • Speaking and listening – discussions  
  • Writing – journaling  
• Social Studies: Relationships of individuals to institutions and traditions |
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| C.     | Analyze and synthesize information gathered on a specific career | 1. Identify books, internet tools, and resources to be used to research a chosen career  
|        |                                                     | 2. Research a specific career  
|        |                                                     | 3. Organize information gathered on a specific career into a formal paper |

**Alignments:**
- CCSS: 9-10.WHST.2a,b; 9-10.WHST.7; 9-10.WHST.8  
- Performance: 1.1, 1.2, 1.4, 1.5, 1.7, 1.10, 2.1, 2.2, 2.6, 3.5, 4.8  
- Knowledge: (CA) 1,3,4 (SS) 7  
- SSCE: SS7.E (Government)  
- NETS: 1b,d; 3a-d; 4b,c  
- DOK: 4  

**Instructional Strategies**
- Teacher:  
  - led discussion on standard format for career research paper  
  - generated handout on components for career research paper  
- Librarian led discussion on:  
  - works cited page  
  - locating credible sources  
- Students will compile their research into a formal paper  

**Assessments/Evaluations**
- Formative – Teacher:  
  - observation of student progress  
  - feedback on students’ drafts  
- Summative: Teacher created scoring guide

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### Sample Assessment Questions

- What is the future outlook for this career?
- What is the required education and/or training needed for this career?

### Instructional Resources/Tools

- Media Center and librarian
- [www.bls.gov](http://www.bls.gov) (occupational outlook handbook)
- Teacher created handout on components for career research
- [www.moconnections.org](http://www.moconnections.org)
- Course specific apps

### Literacy Connections

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension
  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following standard format for citation

### Cross Curricular Connections

- ELA: Writing – journaling
- Social Studies: Tools of social science inquiry
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<td>D. Communicate findings related to a chosen career clearly, concisely, and logically</td>
<td>1.</td>
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<td></td>
<td>• Create a visual presentation on a chosen career</td>
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<td></td>
<td>• Present a visual presentation on a chosen career before an audience</td>
</tr>
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**Alignments:**
- CCSS: 9-10.SL.4; 9-10.SL.5
- Performance: 1.8, 1.10, 2.1, 2.5, 2.7, 4.8
- Knowledge: (CA) 1,5,6 (SS) 7
- SSCLE: SS7.E (Government)
- NETS: 1a,b,d; 2b; 3b,c,d; 4b; 5b; 6b
- DOK: 3

**Instructional Strategies**
- Teacher:
  - created guidelines for visual presentations
  - led discussion on how to present
  - Students will create their presentations

**Assessments/Evaluations**
- Formative/Summative: Teacher observation of student presentations – assessed using a scoring guide

**Sample Assessment Questions**
- One of the points on the teacher created scoring guide: “Information/material presented in an organized manner”

**Instructional Resources/Tools**
- Course specific apps
- SMART Board
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<td>• Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style appropriate to purpose, audience, and task</td>
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<tr>
<td>• Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understandings of finding, reasoning, and evidence to add interest</td>
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<td>• ELA: Speaking and listening – presentations</td>
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## Introduction to Human Services

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| E. | Prepare for successful employment through participation in the following:  
- filling out application forms  
- preparing resumes  
- writing cover letters | 1.  
- Complete application forms  
- Prepare a resume  
- Prepare a cover letter |

### Alignments:
- CCSS: 9-10.WHST.4  
- Performance: 1.4, 1.8, 1.10, 2.2, 2.6, 4.8  
- Knowledge: (CA) 1,4  
- NETS: 1b; 2b; 3d  
- DOK: 2

### Instructional Strategies
- Teacher:  
  - led discussion on:  
    - completing a job application  
    - parts of a resume  
    - how to prepare a cover letter  
    - models sample resumes and cover letters

### Assessments/Evaluations
- Formative/Summative: Teacher observation of students’ rough drafts – assessed using a scoring guide

#### Sample Assessment Questions
- One of the points on the teacher created scoring guide: “All components are in the right order, No spelling or grammatical errors”

### Instructional Resources/Tools
- Course specific apps  
- SMART Board  
- [www.moconnections.org](http://www.moconnections.org)

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## Literacy Connections

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

## Cross Curricular Connections

- ELA: Writing