

**Jefferson County High School  
Course Syllabus**

**A. Course** (*Introduction to Human Studies/ Home Ec*)

**B. Department** (*Family and Consumer Sciences*)

**C. Course Description** *Introduction to Human Studies is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language & Literacy in Technical Subjects, as well as Approved April 10, 2015 Page 2 the Tennessee State States for Psychology and Sociology, and the National Standards for Family and Consumer Sciences Education, Second Edition.*

**D. Grade Term** (*Semester*)

**E. Grading Scale**

<u>Range</u>	<u>Regular</u>
93-100 A	4.0
85-92 B	3.0
75-84 C	2.0
70-74 D	1.0

**F. Term Dates**

- a. 1<sup>st</sup> 9 Weeks August 5, 2016 – October 7, 2016
- b. 2<sup>nd</sup> 9 Weeks October 8, 2016 – December 16, 2016
- c. 3<sup>rd</sup> 9 Weeks January 5, 2017 – March 15, 2017
- d. 4<sup>th</sup> 9 Weeks March 16, 2017 – May 25, 2017

**G. Textbook** (*Skills for Living*)

**H. Other Required Reading**

- a. *What I wish I Knew at 18. Life Lessons For the Road Ahead by Dennis Trittin and Arlyn Lawrence*

**I. Other Resources**

- a. Computer lab

## **J. Major Assignments**

- a. *Food Labs*
- b. *Career Exploration Oral Reports*
- c. *Textile Construction Lab*
- d. *Cake Decorating*

## **K. Procedures for Parental Access to Instructional Materials**

- a. Aspen Parent Portal
- b. Instructor's Website
- c. Email Instructor
- d. Parent Teacher Conference
  - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

## **L. Field Trips**

- a. Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

## **M. Standards & Objectives**

### **a. I Can Statements:**

### **Course Standards: Human Needs**

- 1) Describe the different levels of human growth (using research such as Maslow's hierarchy of needs) and articulate the different characteristics of each level. Make a graphic that illustrates the pattern of metamotivation as humans fulfill each type of needs. (TN Reading 2, 5, 7; FACS 12)
  - a. I can describe the different levels of human growth using Maslow's hierarchy of needs
  - b. I can articulate the different levels of Maslow's hierarchy of needs.
  - c. I can describe what metamotivation is and how it relates to Maslow's hierarchy of needs and the different levels of human growth.
  - d. I can create a presentation (PowerPoint) explaining each stage of human growth using Maslow's hierarchy of needs pyramid model.
- 2) Evaluate factors that impact human growth and physical development in areas related to personality development, temperament, self-understanding, and interpersonal relationships with family and peers. Make a chart/informational graphic of how each of

these factors contributes to building healthy relationships and their role of self-actualization in human development. (TN Reading 2, 5, 7; TN Psychology 33, 38, 60; TN Sociology 25; FACS 12, 13)

- a. I can describe how healthy functional relationships benefit the family unit
- b. I can explain how self-actualization is part of human development
- c. I can create a graph showing how physical development, and personality development contribute to building healthy relationships in the family and workplace.

3) Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project. (TN Reading 2, 5; TN Psychology 46; TN Sociology 25; FACS 12)

- a. I can research the development of self-esteem and self- image in individuals
- b. I can create a list of factors that promote and hinder the development of positive self-esteem and self-image
- c. I can formulate a plan to build/improve my self-esteem.

4) Cite specific textual evidence from the U.S. Food and Drug Administration and U.S. Department of Health and Human Services to analyze necessary dietary practices and specific recommendations for physical health, including dietary guidelines and meal plans. Research the importance of balanced nutrition on human development and productivity, and the correlation to mental health and wellness. (TN Reading 1, 2; TN Writing 2, 7, 9; FACS 14)

- a. I can cite specific textual evidence from the US. Food and Drug Administration to analyze necessary dietary practices and specific recommendations for physical health, including dietary guidelines and meal plans.
- b. I can create healthy meal plans for myself and future family
- c. I can research the importance of balanced nutrition on human development and productivity, and the correlation to mental health and wellness.

5) Compile and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government-published fact sheets. Review general common laboratory safety procedures, including but not limited to prevention and control procedures. Incorporate safety procedures and complete safety test with 100 percent accuracy. (TN Reading 3; FACS 9)

- a. I can compile and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government-published fact sheets.

- b. I can review general common laboratory safety procedures, including but not limited to prevention and control procedures.
- c. I can incorporate safety procedures, including prevention and control procedures.
- d. I can incorporate the safety procedures in lab experiences and complete my safety test with 100 percent accuracy.

6) Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to time management, organizational planning, and professionalism necessary for success in diverse environments such as the workplace, and apply concepts learned to produce specific recommendations in a written or graphic format. (TN Reading 2, 5; TN Writing 4; FACS 12)

- a. I can research the management skills required of individuals in order to be productive members of society.
- b. I can identify the specific skills related to time management, organizational planning, and professionalism necessary for success in diverse environments such as the workplace.
- c. I can apply concepts learned to produce specific recommendations in written graphic format.

#### **Overview of Human & Social Services**

7) Research and summarize the influence of significant contributors to the history and development of counseling, human services and dietetics fields. Create a timeline that shows when each of these major figures lived and worked. Major figures include, but are not limited to: a. Anna Y. Reed and Eli Weaver b. Ellen Richards c. Doris Calloway d. James Lind e. James Cattell f. E. G. Williamson g. Carl Pfeiffer (TN Reading 2, 7; TN Writing 2, 6)

- a. I can research and summarize the influence of significant contributors to the history and development of counseling, human services, and dietetics field.
- b. I can create a timeline that shows when each of these major figures lived and worked.
- c. I can develop a presentation on my assigned historical figure and explain how they influenced society.

8) Research and analyze the ecological factors that inhibit optimal social, emotional, and physical well-being of individuals. Create a graphic that illustrates the connections between the environment and the physical or mental well-being of individuals, citing examples from local or state health agencies. (TN Reading 1, 6; TN Writing 7, 9; TN Psychology 19, 38; FACS 12)

- a. I can research and analyze the ecological factors that inhibit optimal social, emotional, and physical well-being of individuals.
- b. I can create a graphic that illustrates the connections between environment and the physical or mental well-being of individuals, citing examples from local or state health agencies.
- c. I can develop a presentation on social, emotional, and physical development.

## Career Investigation

- 9) Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education for a chosen occupation. (TN Reading 2, 8, 9)

- a. I can compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards.
- b. I can use my research information to compare and contrast occupations by education requirements, job availability, salaries, and benefits.
- c. I can outline an educational pathway to obtain the necessary level of education for a chosen occupation.
- d. I can deliver an oral report/presentation on the career I am most interested in at this time.

- 10) Examine licensing, certification, and credentialing requirements for specific counseling careers within human services (careers include counseling, social services, and dieticians) at the national, state, and local levels to maintain compliance with industry requirements. List the requirements to obtain the credentials and what one must do to maintain the credential. (TN Reading 9; TN Writing 2; FACS 7)

- a. I can examine licensing, certification, and credentialing requirements for specific counseling careers within human services at the national, state, and local levels to maintain compliance with industry requirements.
- b. I can list requirements to obtain the credentials and what one must do to maintain the credential.
- c. I can interview a person currently working in a counseling career within human services (counseling, social services, dieticians)

- 11) Examine requirements for career advancement to plan for continuing education and training. Research professional development opportunities needed to keep current on relevant trends and information within the cluster. Example careers include social

worker, marriage and family therapists, health educators, and mental health counselors. (TN Reading 2, 7; TN Writing 2, 6; FACS 7)

- a. I can examine requirements for career advancement to plan for continuing education training
- b. I can research professional development opportunities needed to keep current on relevant trends and information within the cluster.
- c. I can interview a person currently working as a social worker, marriage and family therapist, health educators, and mental health counselors.

## Mental Health

12) Research theories of mental health and create a graphic illustration or presentation summarizing the findings. Illustrations and presentations should include: key people in the development of the theory, main points of the theory, and assessment of the extent to which reasoning and evidence support the theory. Theories to research include, but are not limited to: a. Developmental Theory b. Behavioral Theory Approved April 10, 2015 Page 4 c. Cognitive-Behavioral Theory (TN Reading 8; TN Writing 2, 6; TN Psychology 35, 38; FACS 7, 12)

- a. I can research theories of mental health.
- b. I can create a graphic illustration of the theories I researched
- c. I can orally present my findings to an audience

13) Investigate the physiological effects of stress and crisis using research from the National Institute of Mental Health. Synthesize the information to identify the types of crises and create a graphic illustration of appropriate responses, management strategies, and technology available to meet individual and family needs during crisis situations. (TN Reading 1; TN Writing 9; FACS 12, 13)

- a. I can investigate the physiological effects of stress and crisis using research.
- b. I can write a paper on a family crisis
- c. I can present an oral presentation on the family crisis in which I researched.
- d. I can synthesize the information to identify the types of crises and create a graphic illustration of appropriate responses, management strategies, and technology available to meet individual and family needs during crisis situations.

14) Using investigative research, prepare a presentation or informative essay that explains the coping methods for individuals suffering from disorders, stress, or traumatic events. (TN Reading 1; TN Writing 9; FACS 12, 13)

- a. I can use investigative research to prepare a presentation that explains the coping

- methods for individuals suffering from disorders, stress, and traumatic events.
- b. I can use research to prepare an essay to explain the coping methods for individuals suffering from disorders, stress, and traumatic events.

14) Write a research paper or conduct a project on a current mental and social health issue using appropriate digital search resources and academic writing. Topics might include but are not limited to: a. Teenage Pregnancy b. Peer Pressure c. Substance abuse d. Bullying/Cyberbullying e. Eating disorders/Emotional eating (TN Reading 1; TN Writing 2, 8, 9; TN Psychology 45, 46, 47, 66)

- a. I can write a research paper on a current mental and social health issue using appropriate digital search resources and academic writing.
- b. I can conduct a project on a current mental or social health issue using appropriate digital search resources and academic writing.
- c. I can research teen pregnancy, peer pressure, substance abuse, bullying, eating disorders etc.

### Communication Skills

16) Develop and practice active listening skills including: identification of speaker's major points, focusing on speaker's message rather than listener's response, discriminating between fact and opinion, and verifying interpretation of message. Use appropriate note taking techniques and overcome communication barriers by treating the speaker with courtesy and respect. Seek clarity of reception of communication by responding to verbal messages and other cues such as body language by rephrasing statements and asking questions. (TN Reading 3; TN Sociology 13, 14; FACS 13)

- a. I can develop and practice active listening skills.
- b. I can identify a speaker's major points.
- c. I can focus on a speaker's message rather than the listener's response.
- d. I can discriminate between fact and opinion and verify interpretation of message.
- e. I can seek clarity of reception of communication by responding to verbal messages and other cues such as body language by rephrasing statements and asking questions.

17) Compare and contrast skills for communicating professionally as well as informally in everyday social interactions. Differentiate between verbal and nonverbal communication. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques. (TN Reading 4, 9; TN Writing 4; TN Sociology 9, 13, 14)

- a. I can compare and contrast skills for communicating professionally as well as informally in everyday social interactions.



- b. I can differentiate between verbal and nonverbal communication.
- c. I can list specific techniques for effective communication.
- d. I can evaluate how different cultures attach different meaning to communication techniques.

18) Practice communication skills by participating in role-play exercises and critiquing the role-play exercises of others. Demonstrate specific techniques for building rapport with the client or others. (TN Reading 3)

- a. I can practice communication skills by participating in role-play exercises.
- b. I can constructively critique the communication role-play exercises of others
- c. I can demonstrate specific techniques for building rapport with the client or others.

### **Scope & Sequence:**

- Week1- Safety and Sanitation
- Week 2- Maslow's Hierarchy of Needs/Human Growth and Development
- Week3- Self- Esteem, Values, Goals
- Week 4-Career Investigation
- Week 4-Resume's & Interviews
- Week 6- Relationships/Functional/Dysfunctional
- Week 7-Communication Skills
- Week 8-Nutrition, Dietetics
- Week 9-Nutrition, Food Labels
- Week 10- Food Laboratory
- Week 11- Social, Emotional, Physical Health
- Week 12- Counseling/Mental Health
- Week 13-Family Crisis/ Coping with Stress
- Week 14-Drugs, Alcohol, Decision Making
- Week 15-Active Listening
- Week 16-Nutrition/Lab
- Week 17- Money Management
- Week18-Money Management