

# CORE CURRICULUM— HUMAN AND PUBLIC SERVICES

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*Standard 3b: Career Clusters*

## Standard 3b: Career Clusters

*Standard 3b: Career Clusters*

### 1. Ethical/Legal Responsibilities

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

Students will:

*Standard 3b: Career Clusters*



- *Identify the needs of the community.*
- *Identify the resources available to the community.*
- *Identify the strengths and weaknesses of the community.*
- *Identify the opportunities and challenges facing the community.*
- *Identify the stakeholders involved in the community.*

## 2. Communications

**Performance Indicator:** Students demonstrate effective communication skills needed to meet the expectations of human and public services consumers.

will:



- *Identify the needs of the community.*
- *Identify the resources available to the community.*
- *Identify the strengths and weaknesses of the community.*
- *Identify the opportunities and challenges facing the community.*
- *Identify the stakeholders involved in the community.*
- *Identify the needs of the community.*
- *Identify the resources available to the community.*
- *Identify the strengths and weaknesses of the community.*
- *Identify the opportunities and challenges facing the community.*
- *Identify the stakeholders involved in the community.*
- *Identify the needs of the community.*
- *Identify the resources available to the community.*
- *Identify the strengths and weaknesses of the community.*
- *Identify the opportunities and challenges facing the community.*
- *Identify the stakeholders involved in the community.*
- *Identify the needs of the community.*
- *Identify the resources available to the community.*
- *Identify the strengths and weaknesses of the community.*
- *Identify the opportunities and challenges facing the community.*
- *Identify the stakeholders involved in the community.*
- *Identify the needs of the community.*
- *Identify the resources available to the community.*
- *Identify the strengths and weaknesses of the community.*
- *Identify the opportunities and challenges facing the community.*
- *Identify the stakeholders involved in the community.*

- **Hand Hygiene:**
  - Proper handwashing technique (scrubbing for at least 20 seconds)
  - Use of hand sanitizer (alcohol-based)
- **Respiratory Hygiene:**
  - Covering mouth and nose when coughing or sneezing
  - Wearing a mask in public settings
- **Surface Disinfection:**
  - Regular cleaning and disinfection of high-touch surfaces
  - Use of appropriate disinfectants
- **Food Safety:**
  - Proper food handling and storage
  - Avoiding cross-contamination
- **Water and Sanitation:**
  - Access to clean water and sanitation facilities
  - Proper disposal of waste

### 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 different types of sanitation (hand hygiene, respiratory hygiene, surface disinfection, food safety, water and sanitation)
- Identify the key principles of sanitation (proper handwashing, covering mouth and nose, regular cleaning and disinfection, proper food handling, access to clean water and sanitation)
- Discuss the role of sanitation in public health and disease prevention
- Apply sanitation principles to real-world scenarios

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, including the sender, the message, the channel, the receiver, and the context.
- 2. Explain the importance of active listening and the role of nonverbal communication in interpersonal interactions.
- 3. Analyze the impact of cultural differences on interpersonal communication and the role of diversity in the workplace.
- 4. Apply conflict resolution strategies to resolve interpersonal conflicts in the workplace.
- 5. Demonstrate effective communication skills, including clear and concise verbal communication, active listening, and nonverbal communication.
- 6. Identify and describe the components of a team, including team structure, roles, and norms.
- 7. Explain the importance of team cohesion and the role of communication in team performance.
- 8. Analyze the impact of group dynamics on team performance and the role of communication in group decision-making.
- 9. Apply communication strategies to improve team performance and resolve team conflicts.
- 10. Demonstrate effective communication skills in a team setting, including clear and concise verbal communication, active listening, and nonverbal communication.

### Discussion Questions

- 1. How do cultural differences impact interpersonal communication? Provide an example.
- 2. What are some effective conflict resolution strategies? Provide an example.
- 3. How do team dynamics impact team performance? Provide an example.
- 4. What are some effective communication strategies for improving team performance? Provide an example.

## 6. Safety

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

Students will:

- 1. Identify and describe the components of a safe environment, including physical safety, psychological safety, and social safety.
- 2. Explain the importance of safety in the workplace and the role of communication in creating a safe environment.
- 3. Analyze the impact of safety culture on workplace safety and the role of communication in promoting safety.
- 4. Apply safety protocols and procedures to create a safe environment in the workplace.
- 5. Demonstrate effective communication skills in a safety context, including clear and concise verbal communication, active listening, and nonverbal communication.

### Discussion Questions

- 1. How do safety culture and communication impact workplace safety? Provide an example.
- 2. What are some effective communication strategies for promoting safety in the workplace? Provide an example.

## 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:

- 1.1.1. identify and analyze the needs of the community
- 1.1.2. identify and analyze the needs of the community
- 1.1.3. identify and analyze the needs of the community
- 1.1.4. identify and analyze the needs of the community
- 1.1.5. identify and analyze the needs of the community
- 1.1.6. identify and analyze the needs of the community
- 1.1.7. identify and analyze the needs of the community
- 1.1.8. identify and analyze the needs of the community
- 1.1.9. identify and analyze the needs of the community
- 1.1.10. identify and analyze the needs of the community
- 1.1.11. identify and analyze the needs of the community
- 1.1.12. identify and analyze the needs of the community
- 1.1.13. identify and analyze the needs of the community
- 1.1.14. identify and analyze the needs of the community
- 1.1.15. identify and analyze the needs of the community
- 1.1.16. identify and analyze the needs of the community
- 1.1.17. identify and analyze the needs of the community
- 1.1.18. identify and analyze the needs of the community
- 1.1.19. identify and analyze the needs of the community
- 1.1.20. identify and analyze the needs of the community

### Discussion Questions

- 1. How do you think the community needs are being met?
- 2. How do you think the community needs are being met?
- 3. How do you think the community needs are being met?

## 8. Personal Resource Management

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

Students will:

- 1.1.1. identify and analyze the needs of the community
- 1.1.2. identify and analyze the needs of the community
- 1.1.3. identify and analyze the needs of the community
- 1.1.4. identify and analyze the needs of the community
- 1.1.5. identify and analyze the needs of the community
- 1.1.6. identify and analyze the needs of the community
- 1.1.7. identify and analyze the needs of the community
- 1.1.8. identify and analyze the needs of the community
- 1.1.9. identify and analyze the needs of the community
- 1.1.10. identify and analyze the needs of the community
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- 1.1.12. identify and analyze the needs of the community
- 1.1.13. identify and analyze the needs of the community
- 1.1.14. identify and analyze the needs of the community
- 1.1.15. identify and analyze the needs of the community
- 1.1.16. identify and analyze the needs of the community
- 1.1.17. identify and analyze the needs of the community
- 1.1.18. identify and analyze the needs of the community
- 1.1.19. identify and analyze the needs of the community
- 1.1.20. identify and analyze the needs of the community

### Discussion Questions

- 1. How do you think the community needs are being met?
- 2. How do you think the community needs are being met?
- 3. How do you think the community needs are being met?

## 9. Wellness

**Performance Indicator:** Students exhibit and promote a positive image of wellness.

Students will:

- 1. Identify the components of wellness.
  - 1.1. Explain the relationship between physical and mental health.
  - 1.2. Explain the relationship between physical and emotional health.
  - 1.3. Explain the relationship between physical and social health.
  - 1.4. Explain the relationship between physical and spiritual health.
  - 1.5. Explain the relationship between physical and intellectual health.
- 2. Identify the components of wellness.
  - 2.1. Explain the relationship between physical and mental health.
  - 2.2. Explain the relationship between physical and emotional health.
  - 2.3. Explain the relationship between physical and social health.
  - 2.4. Explain the relationship between physical and spiritual health.
  - 2.5. Explain the relationship between physical and intellectual health.
- 3. Identify the components of wellness.
  - 3.1. Explain the relationship between physical and mental health.
  - 3.2. Explain the relationship between physical and emotional health.
  - 3.3. Explain the relationship between physical and social health.
  - 3.4. Explain the relationship between physical and spiritual health.
  - 3.5. Explain the relationship between physical and intellectual health.
- 4. Identify the components of wellness.
  - 4.1. Explain the relationship between physical and mental health.
  - 4.2. Explain the relationship between physical and emotional health.
  - 4.3. Explain the relationship between physical and social health.
  - 4.4. Explain the relationship between physical and spiritual health.
  - 4.5. Explain the relationship between physical and intellectual health.

### Discussion Questions

- 1. How do you think physical health affects mental health?
- 2. How do you think physical health affects emotional health?
- 3. How do you think physical health affects social health?
- 4. How do you think physical health affects spiritual health?
- 5. How do you think physical health affects intellectual health?









# CAREER CLUSTERS— HUMAN AND PUBLIC SERVICES SAMPLE ACTIVITIES OVERVIEW

Sample Activities	Page	CDOS and Possible Connecting Standards
Activity 1: <i>Community Service Project</i>	10	CDOS: <i>Human Services</i> Standards: <i>Health Services, Social Services, and Community Services</i>
Activity 2: <i>Public Safety Training</i>	11	CDOS: <i>Public Safety</i> Standards: <i>Law Enforcement, Fire Services, and Emergency Services</i>
Activity 3: <i>Healthcare Internship</i>	12	CDOS: <i>Health Services</i> Standards: <i>Medical Services, Healthcare Administration, and Public Health</i>
Activity 4: <i>Non-Profit Organization Project</i>	13	CDOS: <i>Human Services</i> Standards: <i>Non-Profit Management, Social Services, and Community Development</i>
Activity 5: <i>Public Administration Internship</i>	14	CDOS: <i>Public Administration</i> Standards: <i>Government Services, Public Policy, and Urban Planning</i>
Activity 6: <i>Public Safety Training</i>	15	CDOS: <i>Public Safety</i> Standards: <i>Law Enforcement, Fire Services, and Emergency Services</i>
Activity 7: <i>Healthcare Internship</i>	16	CDOS: <i>Health Services</i> Standards: <i>Medical Services, Healthcare Administration, and Public Health</i>

This document is a sample of activities for the Human and Public Services Career Cluster. The activities are designed to provide students with a variety of experiences that will help them to explore the cluster and to develop the skills and knowledge needed for success in the workforce. The activities are organized into seven categories:

- Community Service Project
- Public Safety Training
- Healthcare Internship
- Non-Profit Organization Project
- Public Administration Internship
- Public Safety Training
- Healthcare Internship

# 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>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the needs of the community.</li> <li>Develop a plan to address the needs of the community.</li> <li>Implement the plan.</li> <li>Evaluate the results of the project.</li> </ul>	<p><b>Human and Public Services (3b)</b></p> <p>1. Identify the needs of the community.</p> <p>2. Develop a plan to address the needs of the community.</p> <p>3. Implement the plan.</p> <p>4. Evaluate the results of the project.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p>The students will be divided into groups of four. Each group will be assigned a different community organization to visit. The students will be asked to observe the organization's operations and identify the needs of the community. The students will then develop a plan to address the needs of the community. The plan will be implemented over the course of the semester. The results of the project will be evaluated at the end of the semester.</p> <ul style="list-style-type: none"> <li>Identify the needs of the community.</li> <li>Develop a plan to address the needs of the community.</li> <li>Implement the plan.</li> <li>Evaluate the results of the project.</li> </ul>	<p><b>Career Development (1)</b></p> <p>1. Identify the needs of the community.</p> <p>2. Develop a plan to address the needs of the community.</p> <p>3. Implement the plan.</p> <p>4. Evaluate the results of the project.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p><b>MATERIALS/RESOURCES</b></p> <p>Community organizations, transportation, materials for the project.</p>	<p><b>Integrated Learning (2)</b></p> <p>1. Identify the needs of the community.</p> <p>2. Develop a plan to address the needs of the community.</p> <p>3. Implement the plan.</p> <p>4. Evaluate the results of the project.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p><b>COMMENTS/MODIFICATIONS</b></p>	<p><b>Universal Foundation Skills (3a)</b></p> <p>1. Identify the needs of the community.</p> <p>2. Develop a plan to address the needs of the community.</p> <p>3. Implement the plan.</p> <p>4. Evaluate the results of the project.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p><b>SOURCE/CREDIT</b></p>	<p><b>POSSIBLE STANDARDS CONNECTIONS</b></p>	
<p>Community Service Project</p>	<p>1. Identify the needs of the community.</p> <p>2. Develop a plan to address the needs of the community.</p> <p>3. Implement the plan.</p> <p>4. Evaluate the results of the project.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

# COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

## Human and Public Services

Title of Activity: Community Service Project

GRADE			
9	10	11	12

Estimated Time: \_\_\_\_\_

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>Human and Public Services (3b)</b></p> <p>1. <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>
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<p><b>MATERIALS/RESOURCES</b></p> <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>Integrated Learning (2)</b></p> <p>1. <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>COMMENTS/MODIFICATIONS</b></p> <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>Universal Foundation Skills (3a)</b></p> <p>1. <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>SOURCE/CREDIT</b></p> <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>POSSIBLE STANDARDS CONNECTIONS</b></p>



# COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

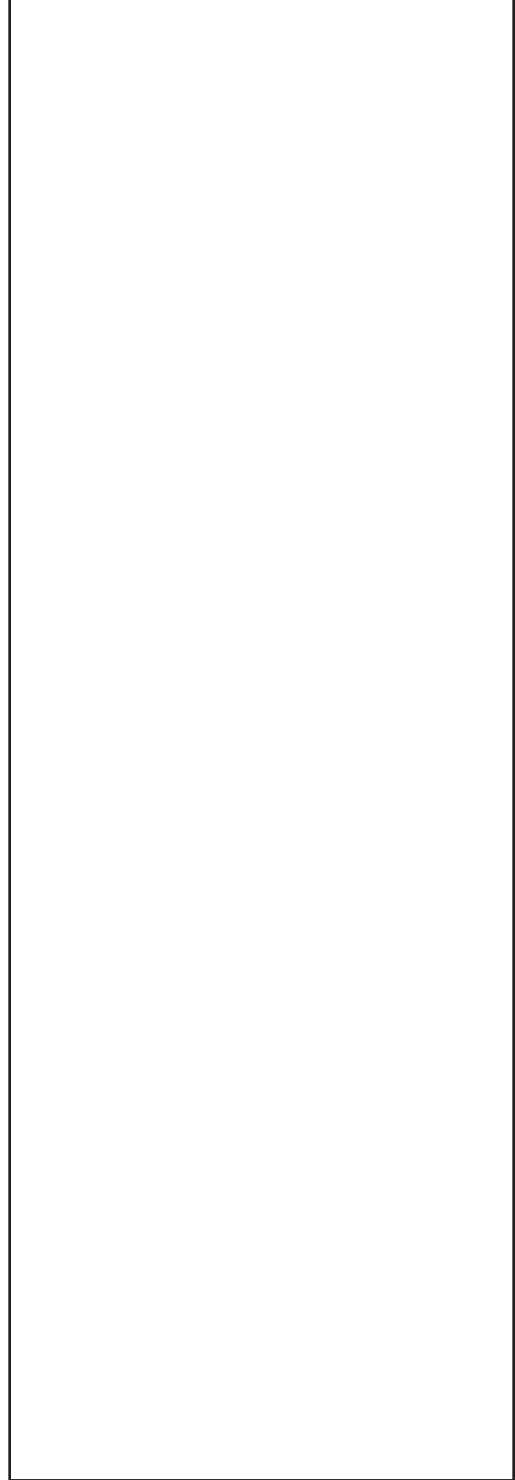
## Human and Public Services

**Title of Activity:** *Personalized Learning*

GRADE			
9	10	11	12

**Estimated Time:** *100 minutes*

	COMMENCEMENT STANDARDS		
<p><b>OBJECTIVE(S)</b></p> <p><i>Students will be able to identify and describe the components of a personalized learning plan.</i></p>	Human and Public Services (3b)		
<p><b>DESCRIPTION OF ACTIVITY</b></p> <ul style="list-style-type: none"> <li><i>1. Students will be able to identify the components of a personalized learning plan.</i></li> <li><i>2. Students will be able to describe the components of a personalized learning plan.</i></li> <li><i>3. Students will be able to explain the components of a personalized learning plan.</i></li> <li><i>4. Students will be able to evaluate the components of a personalized learning plan.</i></li> </ul>	<i>Identify and describe the components of a personalized learning plan.</i>	<i>100 minutes</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



## 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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## 6. Interpersonal Dynamics

**Performance Indicator:** Students demonstrate the interpersonal skills and abilities needed to function within a sophisticated and sometimes complicated agricultural environment.

Students will:

- Identify and describe the various components of interpersonal communication
  - Verbal communication
  - Nonverbal communication
  - Written communication
  - Digital communication
- Analyze and evaluate the effectiveness of interpersonal communication
  - Active listening
  - Empathy
  - Conflict resolution
  - Negotiation
  - Decision-making
  - Problem-solving
  - Teamwork
  - Leadership
  - Communication barriers
  - Cultural differences
  - Diversity
  - Inclusion
  - Respect
  - Collaboration
  - Cooperation
  - Support
  - Encouragement
  - Motivation
  - Inspiration
  - Positivity
  - Optimism
  - Resilience
  - Adaptability
  - Flexibility
  - Openness
  - Curiosity
  - Creativity
  - Innovation
  - Risk-taking
  - Initiative
  - Accountability
  - Responsibility
  - Integrity
  - Honesty
  - Transparency
  - Authenticity
  - Vulnerability
  - Empowerment
  - Enablement
  - Facilitation
  - Coaching
  - Mentoring
  - Sponsoring
  - Advocacy
  - Sponsorship
  - Patronage
  - Stewardship
  - Trusteeship
  - Guardianship
  - Custodianship
  - Stewardship
  - Trusteeship
  - Guardianship
  - Custodianship
- Identify and describe the various components of interpersonal communication
  - Verbal communication
  - Nonverbal communication
  - Written communication
  - Digital communication
- Analyze and evaluate the effectiveness of interpersonal communication
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  - Decision-making
  - Problem-solving
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  - Communication barriers
  - Cultural differences
  - Diversity
  - Inclusion
  - Respect
  - Collaboration
  - Cooperation
  - Support
  - Encouragement
  - Motivation
  - Inspiration
  - Positivity
  - Optimism
  - Resilience
  - Adaptability
  - Flexibility
  - Openness
  - Curiosity
  - Creativity
  - Innovation
  - Risk-taking
  - Initiative
  - Accountability
  - Responsibility
  - Integrity
  - Honesty
  - Transparency
  - Authenticity
  - Vulnerability
  - Empowerment
  - Enablement
  - Facilitation
  - Coaching
  - Mentoring
  - Sponsoring
  - Advocacy
  - Sponsorship
  - Patronage
  - Stewardship
  - Trusteeship
  - Guardianship
  - Custodianship
  - Stewardship
  - Trusteeship
  - Guardianship
  - Custodianship

### Discussion Questions

- 1. How do you think interpersonal communication is important in the agricultural industry?
- 2. What are some common barriers to effective interpersonal communication in agriculture?
- 3. How can you improve your interpersonal communication skills in the agricultural environment?

## 7. Safety

**Performance Indicator:** Students demonstrate awareness of the importance of safety and accident prevention in all agricultural situations.

Students will:

- Identify and describe the various components of safety
  - Personal safety
  - Equipment safety
  - Environmental safety
  - Occupational safety
  - Public safety
- Analyze and evaluate the effectiveness of safety
  - Risk assessment
  - Hazard identification
  - Safety planning
  - Safety training
  - Safety culture
  - Safety protocols
  - Safety procedures
  - Safety standards
  - Safety regulations
  - Safety laws
  - Safety codes
  - Safety guidelines
  - Safety best practices
  - Safety tips
  - Safety tricks
  - Safety hacks
  - Safety shortcuts
  - Safety workarounds
  - Safety alternatives
  - Safety options
  - Safety choices
  - Safety decisions
  - Safety actions
  - Safety behaviors
  - Safety attitudes
  - Safety beliefs
  - Safety values
  - Safety principles
  - Safety ethics
  - Safety morals
  - Safety virtues
  - Safety wisdom
  - Safety knowledge
  - Safety skills
  - Safety abilities
  - Safety talents
  - Safety gifts
  - Safety strengths
  - Safety weaknesses
  - Safety limitations
  - Safety constraints
  - Safety challenges
  - Safety obstacles
  - Safety barriers
  - Safety impediments
  - Safety hindrances
  - Safety setbacks
  - Safety reversals
  - Safety disappointments
  - Safety frustrations
  - Safety annoyances
  - Safety irritations
  - Safety aggravations
  - Safety exasperations
  - Safety infuriations
  - Safety indignations
  - Safety offenses
  - Safety transgressions
  - Safety infractions
  - Safety violations
  - Safety breaches
  - Safety infringements
  - Safety encroachments
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  - Safety options
  - Safety choices
  - Safety decisions
  - Safety actions
  - Safety behaviors
  - Safety attitudes
  - Safety beliefs
  - Safety values
  - Safety principles
  - Safety ethics
  - Safety morals
  - Safety virtues
  - Safety wisdom
  - Safety knowledge
  - Safety skills
  - Safety abilities
  - Safety talents
  - Safety gifts
  - Safety strengths
  - Safety weaknesses
  - Safety limitations
  - Safety constraints
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  - Safety aggravations
  - Safety exasperations
  - Safety infuriations
  - Safety indignations
  - Safety offenses
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  - Safety breaches
  - Safety infringements
  - Safety encroachments
  - Safety encroachments
  - Safety encroachments
  - Safety encroachments





# 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>
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# COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

## Natural and Agricultural Sciences

Title of Activity: *Investigating the Effects of Different Environments on Plant Growth*

GRADE			
9	10	11	12

Estimated Time: *100 minutes*

<p><b>OBJECTIVE(S)</b>  <i>Students will be able to:</i>              1. design an experiment to test the effects of different environments on plant growth.              2. collect and analyze data to determine the effects of different environments on plant growth.</p>	<b>COMMENCEMENT STANDARDS</b>																																		
<p><b>DESCRIPTION OF ACTIVITY</b>  <i>Students will be able to:</i>              1. identify the independent variable (the environment) and the dependent variable (plant growth).              2. design an experiment to test the effects of different environments on plant growth.              3. collect and analyze data to determine the effects of different environments on plant growth.              4. draw a conclusion based on the data collected.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #c00; color: white;"> <td style="text-align: left; padding: 5px;"><b>Natural and Agricultural Sciences (3b)</b></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;"><i>Develop and conduct an experiment to test a hypothesis.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Collect and analyze data to determine the effects of different environments on plant growth.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Draw a conclusion based on the data collected.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr style="background-color: #c00; color: white;"> <td style="text-align: left; padding: 5px;"><b>Career Development (1)</b></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;"><i>Apply problem-solving skills to a real-world situation.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Communicate the results of the experiment to others.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Work cooperatively with others.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr style="background-color: #c00; color: white;"> <td style="text-align: left; padding: 5px;"><b>Integrated Learning (2)</b></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;"><i>Apply mathematical skills to the experiment.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Use scientific skills to design and conduct an experiment.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Analyze data to determine the effects of different environments on plant growth.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr style="background-color: #c00; color: white;"> <td style="text-align: left; padding: 5px;"><b>Universal Foundation Skills (3a)</b></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;"><i>Read and understand the instructions for the experiment.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Write and communicate the results of the experiment to others.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Work cooperatively with others.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Apply problem-solving skills to a real-world situation.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> </table>	<b>Natural and Agricultural Sciences (3b)</b>		<i>Develop and conduct an experiment to test a hypothesis.</i>		<i>Collect and analyze data to determine the effects of different environments on plant growth.</i>		<i>Draw a conclusion based on the data collected.</i>		<b>Career Development (1)</b>		<i>Apply problem-solving skills to a real-world situation.</i>		<i>Communicate the results of the experiment to others.</i>		<i>Work cooperatively with others.</i>		<b>Integrated Learning (2)</b>		<i>Apply mathematical skills to the experiment.</i>		<i>Use scientific skills to design and conduct an experiment.</i>		<i>Analyze data to determine the effects of different environments on plant growth.</i>		<b>Universal Foundation Skills (3a)</b>		<i>Read and understand the instructions for the experiment.</i>		<i>Write and communicate the results of the experiment to others.</i>		<i>Work cooperatively with others.</i>		<i>Apply problem-solving skills to a real-world situation.</i>	
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<p><b>MATERIALS/RESOURCES</b>  <i>Students will need:</i>              1. plants of the same species and age.              2. different environments (e.g., indoors, outdoors, in a greenhouse).              3. a ruler to measure plant growth.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Apply problem-solving skills to a real-world situation.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Communicate the results of the experiment to others.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Work cooperatively with others.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> </table>	<i>Apply problem-solving skills to a real-world situation.</i>		<i>Communicate the results of the experiment to others.</i>		<i>Work cooperatively with others.</i>																													
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<p><b>COMMENTS/MODIFICATIONS</b>  <i>Teachers may want to:</i>              1. provide students with a checklist to ensure they have all the materials and resources they need.              2. provide students with a data table to record their results.              3. encourage students to work in groups and share their results with each other.</p>	<b>POSSIBLE STANDARDS CONNECTIONS</b>																																		
<p><b>SOURCE/CREDIT</b>  <i>Adapted from: Science and Technology, Level 2, Student Resource Book, page 100.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Apply problem-solving skills to a real-world situation.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Communicate the results of the experiment to others.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px;"><i>Work cooperatively with others.</i></td> <td style="width: 20px; text-align: center;"></td> </tr> </table>	<i>Apply problem-solving skills to a real-world situation.</i>		<i>Communicate the results of the experiment to others.</i>		<i>Work cooperatively with others.</i>																													
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# COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

## Natural and Agricultural Sciences

Title of Activity: *Designing a Sustainable Future*

GRADE			
9	10	11	12

Estimated Time: *100 minutes*

OBJECTIVE(S)	COMMENCEMENT STANDARDS		
	<i>Students will be able to design a sustainable future by identifying the needs of the community and the environment, and developing a plan to address those needs.</i>	<b>Natural and Agricultural Sciences (3b)</b>	
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p><i>1. Students will be able to identify the needs of the community and the environment, and develop a plan to address those needs.</i></p> <p><i>2. Students will be able to identify the needs of the community and the environment, and develop a plan to address those needs.</i></p> <p><i>3. Students will be able to identify the needs of the community and the environment, and develop a plan to address those needs.</i></p>			
<p><b>MATERIALS/RESOURCES</b></p> <p><i>1. Computer</i></p> <p><i>2. Internet</i></p> <p><i>3. Projector</i></p> <p><i>4. Paper</i></p> <p><i>5. Pens</i></p> <p><i>6. Scissors</i></p>	<b>Career Development (1)</b>		
<p><b>COMMENTS/MODIFICATIONS</b></p>	<b>Integrated Learning (2)</b>		
<p><b>SOURCE/CREDIT</b></p> <p><i>1. Adapted from the Career Clusters Initiative.</i></p>	<b>Universal Foundation Skills (3a)</b>		
	<b>POSSIBLE STANDARDS CONNECTIONS</b>		









# COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

## Natural and Agricultural Sciences

Title of Activity: *Chemical Safety*

GRADE			
9	10	11	12

Estimated Time: *40 minutes*

OBJECTIVE(S)	COMMENCEMENT STANDARDS	
	Natural and Agricultural Sciences (3b)	
<b>DESCRIPTION OF ACTIVITY</b> 1. Introduce students to the concept of safety in chemistry. Explain the importance of safety in the laboratory and the consequences of not following safety procedures. 2. Discuss the various safety symbols and what they represent. Show students a list of common safety symbols and their meanings. 3. Have students read and discuss the safety rules for the chemistry laboratory. Emphasize the importance of reading and understanding the safety rules. 4. Have students create their own safety symbols for different types of hazards. Have them present their symbols to the class and explain their meanings. 5. Have students create a safety poster for the chemistry laboratory. The poster should include the safety rules and symbols. 6. Have students create a safety video. The video should show students following the safety rules and symbols.		<i>✓</i>
	<b>Career Development (1)</b>	
	<b>Integrated Learning (2)</b>	
	<i>✓</i>	
<b>Universal Foundation Skills (3a)</b>		
	<i>✓</i>	
<b>MATERIALS/RESOURCES</b>		
<b>COMMENTS/MODIFICATIONS</b>	<b>POSSIBLE STANDARDS CONNECTIONS</b>	
		<i>✓</i>
<b>SOURCE/CREDIT</b>		











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	
	Egyptian	

# 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>COMMENTS/MODIFICATIONS</b> ¥ This activity is adapted from Music Standard 2, Performance Indicator b.</p>	<table border="1"> <tbody> <tr> <td>English Language Arts</td> <td>¥</td> </tr> <tr> <td>Languages Other than English</td> <td></td> </tr> <tr> <td>Mathematics, Science, and Technology</td> <td></td> </tr> <tr> <td>Health, Physical Education, and Family and Consumer Sciences</td> <td>¥</td> </tr> <tr> <td>Social Studies</td> <td></td> </tr> <tr> <td>The Arts</td> <td>¥</td> </tr> </tbody> </table>	English Language Arts	¥	Languages Other than English		Mathematics, Science, and Technology		Health, Physical Education, and Family and Consumer Sciences	¥	Social Studies		The Arts	¥																																				
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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: Interdisciplinary Project

GRADE			
9	10	11	12

Estimated Time: 2 weeks

## OBJECTIVE(S)

Students compare themes and trends across different artistic genres in a given period of time.

## COMMENCEMENT STANDARDS

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	

## DESCRIPTION OF ACTIVITY

¥ Each student selects a distinct time period (e.g., between the World Wars) or artistic movement (e.g., Romanticism) and explores how different artistic disciplines of the time influenced and/or paralleled one another. Students also discuss what historical events may have shaped or spawned the dominant themes of the time, and should support their analysis with specific examples of works. Finally, students should compare works of their chosen time period/movement with works from a previous period/movement to highlight changes and developments. Students should choose at least two of the following genres to focus on in their comparison:

- Visual art
- Theatre
- Film
- Music
- Literature
- Architecture

¥ Students may present their information in a research paper or in the creation of artistic works that embody/depict dominant themes of the time. If students choose to submit works, at least two genres must be represented.

## MATERIALS/RESOURCES

¥ Access to research documents

## COMMENTS/MODIFICATIONS

## SOURCE/CREDIT

Submitted by WestEd.

# 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	
	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		
<b>MATERIALS/RESOURCES</b>	6. Managing Information	¥
	7. Managing Resources	¥
	8. Systems	
<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	¥



