

# Human Studies

<b>Primary Career Cluster:</b>	Human Services
<b>Course Contact:</b>	<a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>
<b>Course Code(s):</b>	C19H19
<b>Prerequisite(s):</b>	None
<b>Credit:</b>	1
<b>Grade Level:</b>	9
<b>Focus Elective - Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
<b>POS Concentrator:</b>	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
<b>Programs of Study and Sequence:</b>	This is the first course in both the <i>Dietetics and Nutrition</i> and <i>Human and Social Sciences</i> programs of study.
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org">http://www.tennesseefccla.org</a>
<b>Coordinating Work-Based Learning:</b>	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="https://www.tn.gov/education/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/career-and-technical-education/work-based-learning.html</a> .
<b>Promoted Tennessee Student Industry Credentials:</b>	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit <a href="https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html</a>
<b>Teacher Endorsement(s):</b>	050, 051, 154, 450
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html">https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html</a> Best for All Central: <a href="https://bestforall.tnedu.gov">https://bestforall.tnedu.gov</a>

## Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21<sup>st</sup> century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

### Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests such as: Career Investigation; Interpersonal Communication; Professional Presentation; and Job Interview
- Participate in leadership activities such as Promote and Publicize FCCLA, Parliamentary Procedure, Entrepreneurship, and Chapter Service Project Display and Portfolio.

For more ideas and information, visit Tennessee FCCLA at <https://www.tennesseefccla.org>

### Using Work-based Learning (WB) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-2.2** | Participate in a panel discussion with social service providers to talk about career planning and advancement.
- **Standards 3.1-3.4** | Visit school cafeteria to learn about school nutrition guidelines.
- **Standards 4.1-4.2** | Invite a therapist to talk about domestic violence in teen relationships
- **Standards 5.1-6.2** | Invite a teen substance abuse counselor to discuss teen drug abuse and the importance of good communication in the counseling field.

## Course Description

*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.

## Course Standards

### 1. Overview of Human & Social Services

1.1 Historical Milestones: Research and summarize the **significant milestones** in the history of human services and dietetics fields.

### 2. Career Investigation

2.1 Career Preparation: Compare and contrast **occupations** by education and licensing requirements, job availability, salaries, and benefits. Outline an **educational pathway** to obtain the necessary level of education for a chosen occupation.

2.2 Employability Skills: Research the **management skills** required of individuals to be productive members of society. Identify the **employability skills** related to time management, organizational planning, and professionalism necessary for success in diverse environments.

2.3 Confidentiality and Ethics: Describe the importance of **confidentiality** in developing professional and therapeutic relationships. Demonstrate an awareness and understanding of how to approach **ethical dilemmas** that arise in academic, professional, and personal situations.

### 3. Human Needs

3.1 Levels of Human Growth: Describe the different **levels of human growth** (using research such as Maslow's hierarchy of needs) and articulate the different **characteristics of each level**.

3.2 Nutrition and Development: Apply basic concepts of **nutrition across the life span** to optimize development. Research the importance of **balanced nutrition on human development and productivity**, and the correlation to mental health and wellness.

3.3 Goals and Decision Making: Explain the relationship between **goals, values and decision making**. Analyze the impact they have on **human growth and development**. Differentiate between the types of goals and create a S.M.A.R.T. goal for each type.

- 3.4 Self-Esteem and Self-Image: 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 and self-image

#### 4. Relationships

- 4.1 Interpersonal Relationships: Evaluate factors that impact **human growth and development** in areas related to **interpersonal relationships**. Explain how to build healthy relationships and how their role impacts human growth and development.
- 4.2 Conflict Resolution: Identify the various **types of conflict** and create strategies for using effective **conflict resolution** methods. Research the outcomes and impacts of using **negative conflict resolution methods** including peer pressure and bullying/cyberbullying.

#### 5. Communication Skills

- 5.1 Communication Techniques: Practice using appropriate **communication techniques** including verbal and nonverbal communication as well as active listening skills.
- 5.2 Professional and Informal Communication: 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.

#### 6. Mental Health

- 6.1 Stress and Response to Crisis: 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.
- 6.2 Mental Health Disorders: Identify **types of mental health disorders** as well as **signs and symptoms and treatment** options for each disorder including but not limited to GAD, depression, eating disorders, and substance abuse.

**The following standards are recommended for students continuing in the *Dietetics and Nutrition* program of study.**

- 7.1 Food safety and Sanitation Procedures: Compile a list and critique **safety and sanitation procedures** related to handling, preparing, storing and serving food. Review **general laboratory safety procedures**, including but not limited to prevention and control

procedures. Incorporate safety procedures and complete safety test with 100 percent accuracy.

7.2 Nutrition Principles: Evaluate **nutrition principles**, food plans, and specialized dietary plans.

7.3 Food Preparation: Demonstrate **food preparation techniques** including knife skills, measuring skills, and reading a recipe

**The following standards are recommended for students continuing in the *Human and Social Science* program of study.**

8.1 Ecological Factors Related to Development: Research and analyze the **ecological factors** that **promote and inhibit the optimal development** of individuals, children, and families.

8.2 Major Research Methodologies: Differentiate between the **major methodologies** used in research on human growth and development. Compare and contrast the **benefits and consequences** of each, including ethical issues involved with each method.

8.3 Development Theories: Research **theories associated with development** of individuals, children, and families. Theories to research include, but are not limited to:

- a. Developmental Theory
- b. Behavioral Theory
- c. Cognitive-Behavioral Theory

8.4 Theories of Mental Health: Research and summarize the **theories of mental health**. Research should include **key people** in the development of the theory, **main points** of the **theory**, and **supporting evidence**. Theories to research include, but are not limited to:

- a. Motivational Theory
- b. Behavioral Theory
- c. Ecological Theory

**The following artifacts will reside in the student's portfolio:**

- Artifacts that demonstrate student proficiency

## Standards Alignment Notes

\*References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.