

# INTRODUCTION TO HUMAN SERVICES AND RESOURCES



**Family & Consumer Sciences:  
The Ultimate Human Service**

**JUNE – 2008**

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## INTRODUCTION

Apologies if your name was not listed and you worked on this document; I was limited to the names of those persons who signed during the workshop or submitted something specifically for this document. A special "Thank You" to Carol Erwin who was a pioneer and taught this course based on just the benchmarks and competencies. Many of the resources listed in the following pages came about as a result of her work this year.

Also, consider this a work in progress. It is hoped that as you teach the class and become aware of more (and better) resources, that you will inform me of them so that they can appear in either an appendices or a revised copy of this cd.

Shirley Baum, Human Services & Resources Career Field Specialist  
June, 2008 – Initial Distribution Date

# RESOURCE LISTING

(prices change; contact source for present price)

## **Association of Washington School Principals** ([www.awsp.org](http://www.awsp.org))

*Building Leaders for Life: A High School Leadership Class Curriculum* - \$60.00

## **Council for Spiritual and Ethical Education** ([www.csee.org](http://www.csee.org))

Murphy, A. *Twenty One for Teens: Case studies for the 21<sup>st</sup> century* - \$32.

## **Free Spirit Publishing** ([www.freespirit.com](http://www.freespirit.com))

Lewis, B.A., *What Do You Stand For? For Teens-A guide to Building Character.* - \$14.95

Character In A Jar - \$13.95

Character Building Card Game - \$12.95

MacGregor, M.G. *Everyday Leadership: Attitudes and Actions for Respect and Success Guidebook for Teens* - \$9.95 (discounts for multiple orders)

MacGregor, M.G. *Build Everyday Leadership In All Teens* (curriculum guide) - \$29.95

## **Gallup Press**

Rath, T. and Clifton, D. O. *How Full Is Your Bucket?* (2004)

(available in many bookstores and online)

## **Glencoe** ([www.streetlaw.glencoe.com](http://www.streetlaw.glencoe.com))

Arberman, L.E. and O'Brien, E.L. *Street Law: A Course in Practical Law*

Student Textbook – \$62.97

Teacher Manual – \$43.50

Transparencies & Blackline Masters – \$24.00

Classroom Guide to Mock Trials and Moot Courts - \$20.97

## **Goodheart-Willcox Publishing** ([www.goodheartwillcox.com](http://www.goodheartwillcox.com))

Fruehling, R.T. and Moore, R. *The Attitude Advantage Workbook* – \$19.95

Teacher's Annotated Edition - \$30.00

## **Jist Publishing** ([www.jist.com](http://www.jist.com))

Orndorff, B. *Becoming the Best Me: Job, Career and Character Education Essentials* (2004)

Workbook - \$11.95

Instructor's Manual - \$21.95

Free Instructor's Manual if 20+ copies of workbook are ordered

Ryan, J. and Ryan, R. *Preparing for Career Success* (2009)

Book - \$72.95

Teacher's Annotated Edition - \$85.95

Discovery Guide (softcover) - \$14.95

Test generator – CD Rom - \$159.95

**McGruff Bookshelf** [http://\(mcgruff.stores.yahoo.net/\)](http://(mcgruff.stores.yahoo.net/)) then do a search for titles

*Charting Success: A Workbook for Developing Service Learning Projects*  
(Item M11C) - \$11.95

*Community Works: Smart Youth Make Safer Communities* (Item K31) - \$119.

Videos: (have not previewed them; descriptions sound good)

*Smarter Teens, Safer Communities* - \$9.95

*Youth as Resources: The Power Within* - \$9.95

*The Power to Change* - \$9.95

**Nebraska State Bar Foundation** ([www.nebarfnd.org](http://www.nebarfnd.org))

Reaching the Age of Majority: Your Legal Rights and Responsibilities  
(free student copies of a 50-page pamphlet about Nebraska laws)

**Nebraska Legislature Gov** ([www.unicam.state.ne.us/c/portal/layout?p\\_1\\_id=PUB.1.308](http://www.unicam.state.ne.us/c/portal/layout?p_1_id=PUB.1.308))

*Project Citizen* information, rules, forms, etc.

**Project Citizen**-Level 2 for grades 9-12 ([www.civiced.org/index.php?page=introduction](http://www.civiced.org/index.php?page=introduction))

Classroom Set - \$270

(30 student books and a teacher's guide)

Student Book (10 or more) - \$10 each

Teacher's Guide - \$13.50

Project Citizen is administered in Nebraska through the Warner Institute for Education in Democracy. Kate Hietzel is the State Coordinator; phone 402-471-2220. For more information go to: [www.unicam.state.ne.us/c/portal/layout?p\\_1\\_id=PUB.1.308](http://www.unicam.state.ne.us/c/portal/layout?p_1_id=PUB.1.308)

**Red Rock Publishing Company** ([www.activelearning.org](http://www.activelearning.org))

Jackson, T. *Activities That Teach*, 1993 - \$15.95

Jackson, T. *More Activities That Teach*, 1995 - \$18.95

Jackson, T. *Still More Activities That Teach*, 2000 - \$15.95

**Scott Greenberg** ([www.scottbreenberg.com](http://www.scottbreenberg.com))

JumpStart Leadership Workbook

1 – Leading Yourself - \$12.95

2 – Leading Others - \$12.95

**Southern Poverty Law Center**

Teaching Tolerance (published twice a year at no charge to educators)

Subscribe at 334-956-8200 or [www.teachingtolerance.org](http://www.teachingtolerance.org)

**Street Law – Parents and the Law** ([www.streetlaw.org/tpalpage.html](http://www.streetlaw.org/tpalpage.html))

Parents and the Law Curriculum - \$189 plus 8.50 shipping

**West Educational Publishing**

Law in Your Life – Teacher's Resources Binder

Other resources that would have stories that could easily be incorporated into your teaching:

Reader's Digest

Chicken Soup books

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 1: Examine different methods of communication			
1.1 Define communication.			
SUGGESTED LEARNING EXPERIENCES			
<p>(1) From Skills for Adolescence – Unit 2: Incorporate “what, why, how” messages (FCS 2.C)</p> <p>(2) T-puzzle – Students are paired and sit with backs together. One gives direction and other puts puzzle together in three stages. Stage 1 – only verbal directions, Stage 2 – questions can be asked, Stage 3 – add visual communication. (FCS 2.C)</p> <p>(3) Fruehling and Moore, <i>The Attitude Advantage</i>, Part 3, Topic 12 (Goodheart-Willcox)</p> <p>(4) Have students bring a newspaper or magazine article about crime to class. Have them determine whether it is a felony or a misdemeanor and then complete an outline that includes: the article headline, the source of the article (correct format), a description of who committed the crime, what the crime was, where the crime took place, when it was committed, whether it is a felony or a misdemeanor and why, and the possible consequences if found guilty.</p>			
WEBPAGES			
<p>(1) <a href="http://www.classweb.gmu.edu/rfeeg/nurs436/communication/sld001.htm">www.classweb.gmu.edu/rfeeg/nurs436/communication/sld001.htm</a> A Powerpoint “The Lubricant of Organizations” – all about communication in an organization</p> <p>(2) <a href="http://www.cliffnotes.com/wileycda/">www.cliffnotes.com/wileycda/</a> (Search “Method of Communication” and that will lead you to several different pages that can be accessed) The significance of communication, The communication process, Methods of communication, Interpersonal Communication, Organizational Communication, Improving communications.</p>			
LESSON PLANS (Already Prepared)			
<p>(1) <a href="http://www.educationworld.com">www.educationworld.com</a> “Drawing Lesson Improves Communication Skill</p> <p>(2) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a> “Listening Circles”</p> <p>(3) “Communication” Sheree Rhodes, author (on cd)</p>			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 1: Examine different methods of communication			
1.2 – Analyze various methods of communication (verbal, auditory, written, non-verbal, technological)			
<b>SUGGESTED LEARNING EXPERIENCES</b>			
<ol style="list-style-type: none"> <li>(1) Show video clips without volume and then discuss the role of non-verbal communication and/or the need for verbal communication</li> <li>(2) Discuss examples of non-verbal signals from teachers, parents, coaches, friends, etc.</li> <li>(3) Compare types of communication (face-to-face, text messages, chat rooms, etc.)</li> <li>(4) Play “Charades” to illustrate the power of non-verbal communication.</li> <li>(5) Have students reflect on the previous day and record with whom they communicated and what method was used for each incident. Compare their lists, discuss any surprises, and compare them with data regarding frequency of communication.</li> <li>(6) Identify careers where listening and questioning skills are extremely important. For example, a 911 responder, “Crisis Line responder”, etc.</li> <li>(7) Fruehling and Moore, <i>The Attitude Advantage</i>, Part 3, Topic 12 (Goodheart-Willcox)</li> <li>(8) Speaker – Invite one or a panel of business people to discuss the importance of communication within the workplace. They can also describe what can happen if there is a lack of communication.</li> <li>(9) Jackson, T. <i>More Activities That Teach</i>, Page 266 – “Some Call It Art?”</li> <li>(10) Law in Your Life Teachers Resource Binder, Activities on pages 11 (Writing Good Rules), 51-61 (Solving Conflicts), 96 (The Bank Robbery read by teacher for listening skills), 189 (The Press Conference), 206 (Decisions between Parents &amp; Children, 249 (Role plays, non-verbal effects)</li> <li>(11) Students talk with partner, use passive listening and active listening skill. Discuss which is easier, more effective, etc.</li> <li>(12) Ways to communicate – Student position themselves in different ways (one stand, one sit - back to back - inches apart - 5 feet apart – etc. Discuss effect on communication.</li> <li>(13) Have a student demonstrate making a peanut butter and jelly sandwich using on verbal directions, another written directions, another using only body language, etc. Compare the effectiveness of the various methods.</li> </ol>			
<b>WEBPAGES</b>			
(1) <a href="http://cybersmartcurriculum.org">cybersmartcurriculum.org</a> (grades 6-8) 25 lesson plans			
<b>LESSON PLANS (Already Prepared)</b>			
(1) Utah Education Network – Nonverbal Communication			
(2) Utah Education Network – Communication Unit			
(3) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a> - “Listening Circles”			
(4) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a> - “Find Someone Who”			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 1: Examine different methods of communication			
1.3 – Investigate cultural issues and differences in communication.			
<b>SUGGESTED LEARNING EXPERIENCES</b>			
<ul style="list-style-type: none"> <li>(1) Videotape foreign exchange students in segments where they talk about differences in communication (i.e. vocabulary differences, non-verbal differences)</li> <li>(2) Invite a deaf educator or a person who knows sign language to discuss communication issues with persons who are hard of hearing or have lost their hearing.</li> <li>(3) Invite a therapist who works with autistic children to discuss communication issues with those special needs children.</li> <li>(4) Speaker – Invite an employer who deals with employees from a variety of cultural background to discuss any communication differences experienced.</li> <li>(5) Have students choose one aspect human behavior (nonverbal behavior, time, eye contact, meaning of personal space, etc.) and research what it means in other cultures.</li> </ul>			
<b>WEBPAGES</b>			
<ul style="list-style-type: none"> <li>(1) <a href="http://www.artsedge.kennedy-center.org">www.artsedge.kennedy-center.org</a> – Folk as Communication</li> <li>(2) <a href="http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/culture1.htm">http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/culture1.htm</a></li> </ul>			
<b>LESSON PLANS (Already Prepared)</b>			
Power of Words – lessons 2, 4, 5, 6, 8 (on cd)			
<b>HS</b>	<b>ET</b>	<b>LPPS</b>	<b>GPA</b>

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 2 – Demonstrate communication skills that contribute to positive interactions as a family member, wage earner and citizen.			
2.1 Practice effective techniques of communication being sensitive to contextual and cultural differences.			
<b>SUGGESTED LEARNING EXPERIENCES</b>			
<ul style="list-style-type: none"> <li>(1) Poverty simulation (contact local extension agent)</li> <li>(2) Scenarios – Fitness Center Site Director, Social Service Worker (on cd)</li> </ul>			
<b>WEBPAGES</b>			
<b>LESSON PLANS (Already Prepared)</b>			
<ul style="list-style-type: none"> <li>(1) Power of Words – Lessons 2, 4, 5, 6, 8 (on cd)</li> <li>(2) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a>, “I-Messages &amp; The Assertiveness Line”</li> <li>(3) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a> “Metaphors to Express Feelings”</li> </ul>			
<b>HS</b>	<b>ET</b>	<b>LPPS</b>	<b>GPA</b>



# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 2 – Demonstrate communication skills that contribute to positive interactions as a family member, wage earner and citizen.			
2.2 Experience communication in a variety of settings (teams, peers, work settings, teacher/student, parent/child, boss/employee, age appropriate)			
SUGGESTED LEARNING EXPERIENCES			
<ul style="list-style-type: none"> <li>(1) Role cards – assign class members different roles (Yes person, protector, Know-it-all, Off-topic, Withholder, Always confused). Have group complete a simple task with each person playing the different roles. Discuss. (on cd)</li> <li>(2) “ Communicating” unit that is part of the Building Strong Families curriculum – contact local extension agent</li> <li>(3) Scenarios – Fitness Center Site Director, Law Enforcement Technology Consultant, Social Service Worker, Child/Family Benefits Coordinator (on cd)</li> <li>(4) Fruehling and Moore, <i>The Attitude Advantage</i>, Part 1 and Part 3 (Goodheart-Willcox)</li> <li>(5) Speaker – Invite couples to speak about communication as a family member, wage earner and citizen. (FCS2.D)</li> <li>(6) Speaker – Have an employer speak about communication in the workplace ; might also include cooperation on the job and qualities of a good employer (FCS 2.D)</li> <li>(7) Jackson, T. <i>Activities That Teach</i>. Page 90 – “Body Shuffle”</li> </ul>			
WEBPAGES			
(1) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a> “Affirmation Interview”			
LESSON PLANS (Already Prepared)			
(1) TPAL – Is It My Responsibility? Parent vs. Child			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 2 – Demonstrate communication skills that contribute to positive interactions as a family member, wage earner and citizen.			
2.3 Apply problem-solving strategies in conflict resolution.			
SUGGESTED LEARNING EXPERIENCES			
<ul style="list-style-type: none"> <li>(1) Scenarios – Fitness Center Director, Summer Internship (on cd)</li> <li>(2) Guest Speaker – mediator – contact Mediation Center in your region</li> <li>(3) Fruehling and Moore, <i>The Attitude Advantage</i>, Part 4 (Goodheart-Willcox)</li> <li>(4) Speaker – Invite one or a panel of employers or human resource officers to discuss how conflicts are resolved within their workplace, especially as related to the importance of being at work and on time every day and what action is taken if that expectation is not met.</li> <li>(5) Speaker – Invite a human resources officer, mediator, domestic violence counselor and/or a social worker to talk about how to avoid personality conflicts and repairing damaged relationships in the workplace, as a family member and as a community member.</li> <li>(6) Compile a listing of responsible actions that could be taken in a crisis situation. (i.e. adoption, abortion, divorce)</li> <li>(7) Jackson, T. <i>Still More Activities That Teach</i>, Page 52 – “Blow Hard”</li> </ul>			
WEBPAGES			
<ul style="list-style-type: none"> <li>(1) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a> “Coping Strategies: Managing Feelings”</li> <li>(2) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a> “Two Problem Solving Approaches”</li> </ul>			
LESSON PLANS (Already Prepared)			
<ul style="list-style-type: none"> <li>(1) Street Law – Consumer Law</li> <li>(2) TPAL – Is it My Responsibility – Parent vs. Child</li> <li>(3) Street Law – What’s the Problem?</li> <li>(4) Street Law (UW) Contract Negotiations (See file in “Course Information”)</li> </ul>			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

<p>Benchmark 3 – Apply critical thinking and problem solving processes in addressing ethical issues and legal responsibilities in the workplace, the community and within one’s personal life.</p>			
<p>3.1 Compare and contract the meaning of morals, ethics and values.</p>			
<p><b>SUGGESTED LEARNING EXPERIENCES</b></p>			
<p>(1) Venn Diagram                  (2) Speaker – Invite a local business person to address the importance of morals, ethics and values in the workplace and, when possible, share the code of conduct that has been established in their place of business.                  (3) Street Law – Chapter 1                  (4) Jackson, T. <i>Activities That Teach</i>, Page 64 – “Auction Blocks”</p>			
<p><b>WEBPAGES</b></p>			
<p>(1) Department of the Army CO2 Handbook – The Army’s Consideration of Others Handbook at: <a href="http://chppm-www.apgea.army.mil/co2/CO2_TOC.htm">http://chppm-www.apgea.army.mil/co2/CO2_TOC.htm</a></p>			
<p><b>LESSON PLANS (Already Prepared)</b></p>			
<p>(1) TPAL – Is It My Responsibility? Parent vs. Child                  (2) Street Law (UW) – Laws and Values (see file in “Course Information”)</p>			
<p><b>HS</b></p>	<p><b>ET</b></p>	<p><b>LPPS</b></p>	<p><b>GPA</b></p>

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 3 – Apply critical thinking and problem solving processes in addressing ethical issues and legal responsibilities in the workplace, the community and within one’s personal life.			
3.2 Identify the influences of individual ethics in relation to career, work skills, community relations and in one’s personal life.			
SUGGESTED LEARNING EXPERIENCES			
(1) Fruehling and Moore, <i>The Attitude Advantage</i> , Part 2 (Goodheart-Willcox)			
WEBPAGES			
(1) <a href="http://www.charactercounts.org">www.charactercounts.org</a> A framework based on Character Education using the six pillars of character – trustworthiness, respect, responsibility, fairness, caring and citizenship.			
LESSON PLANS (Already Prepared)			
(1) Street Law – Consumer Law ( <a href="http://www.law.washington.edu/streetlaw/lessons/ConsumerLaw.pdf">www.law.washington.edu/streetlaw/lessons/ConsumerLaw.pdf</a> )			
(2) Hidden Life – <a href="http://www.pbs.org/wgbh/pages/frontline/teach/hiddenlife/hiddenlife.pdf">www.pbs.org/wgbh/pages/frontline/teach/hiddenlife/hiddenlife.pdf</a>			
(3) TPAL – Is It Discipline or Abuse?: The Vickie Quake Show			
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# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

<p>Benchmark 3 – Apply critical thinking and problem solving processes in addressing ethical issues and legal responsibilities in the workplace, the community and within one’s personal life.</p>			
<p>3.3 Self assess (evaluate and analyze) one’s own behavior related to ethical decisions.</p>			
<p>SUGGESTED LEARNING EXPERIENCES</p>			
<p>(1) Fruehling and Moore, <i>The Attitude Advantage</i>, Part 2 (Goodheart-Willcox)                  (2) Jackson, T. <i>Still More Activities That Teach</i>, Page 220 – “That’s Not Fair”                  (3) Street Law – Chapter 32</p>			
<p>WEBPAGES</p>			
<p>(1) <a href="http://www.supremecourt.ne.gov/jury-service.pdf/jurorhandbook.pdf">www.supremecourt.ne.gov/jury-service.pdf/jurorhandbook.pdf</a> - Jury Service Handbook                  (2) <a href="http://www.haverford.edu/psych/ddavis/p109g/kohlberg.dilemmas.html">www.haverford.edu/psych/ddavis/p109g/kohlberg.dilemmas.html</a> - A series of four different dilemmas that could be used for class discussion.</p>			
<p>LESSON PLANS (Already Prepared)</p>			
<p>(1) TPAL – Is It My Responsibility? – Parent vs. Child                  (2) TPAL – What’s A Parent’s Role in Educating a Child?                  (3) TPAL – Cops on Call: Responding to Domestic Violence                  (4) TPAL – A Wise Consumer: Shopping Smart                  (5) Hard Work: Children and Assembly Lines                  (<a href="http://www.netnebraska.org/extras/humanrights/00/0000/media/LP5-1.pdf">www.netnebraska.org/extras/humanrights/00/0000/media/LP5-1.pdf</a>)</p>			
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# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 3 – Apply critical thinking and problem solving processes in addressing ethical issues and legal responsibilities in the workplace, the community and within one’s personal life.			
3.4 Analyze and interpret ethical knowledge in life situations (i.e. scams, fraudulent behaviors)			
<b>SUGGESTED LEARNING EXPERIENCES</b>			
<ul style="list-style-type: none"> <li>(1) Jackson, T., <i>More Activities That Teach</i>, Page 206 – “Liar, Liar, Pants on Fire”</li> <li>(2) Street Law – Chapter 26 – Deceptive Sales Practices, also look at teachers manual (pages 294-303) for many suggested activities including case studies</li> </ul>			
<b>WEBPAGES</b>			
<b>LESSON PLANS (Already Prepared)</b>			
<ul style="list-style-type: none"> <li>(1) Street Law – Consumer Law, Family Law Opinion Poll</li> <li>(2) Street Law (UW) –Sealing of Juvenile Court Records (see file in “Course Information”)</li> <li>(3) Street Law (UW) – Consumer Law: Deceptive Practices (see file in “Course Information”)</li> <li>(4) Street Law (UW) – Contracts: Jerry Springer Show Format (see file in “Course Information”)</li> <li>(5) <a href="http://www.law.washington.edu/streetlaw/lessons/ConsumerLaw.pdf">www.law.washington.edu/streetlaw/lessons/ConsumerLaw.pdf</a> Model Lesson Plan – Consumer Law, Nick Anderson, The Center School</li> <li>(6) TPAL – Is it Discipline or Abuse?: The Vickie Quake Show</li> </ul>			
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# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

<p>Benchmark 3 – Apply critical thinking and problem solving processes in addressing ethical issues and legal responsibilities in the workplace, the community and within one’s personal life.</p>			
<p>3.5 Evaluate how ethics have changed into law over time.</p>			
<p><b>SUGGESTED LEARNING EXPERIENCES</b></p>			
<p>(1) Have students research a law established to protect people from discrimination. (Equal Pay Act, Civil Right Act, Age Discrimination Employment Act, or Americans with Disabilities Act)</p> <p>(2) Tape TV shows that contain legal issues. Research what Nebraska law is in relationship to that specific issue. (FCS6.C)</p> <p>(3) Evaluate alternative methods of securing goods and services. What consumer rights and responsibilities are involved? (FCS6.C)</p> <p>(4) Street Law – Chapter 43 - Discrimination</p>			
<p><b>WEBPAGES</b></p>			
<p><b>LESSON PLANS (Already Prepared)</b></p>			
<p>(1) Street Law (UW) – Introduction to Law: Origins of Common Law (See file in “Course Information”)</p> <p>(2) Hard Work: Children and Assembly Lines (<a href="http://www.netnebraska.org/extras/humanrights/00/0000/media/LP5-1.pdf">www.netnebraska.org/extras/humanrights/00/0000/media/LP5-1.pdf</a>)</p>			
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# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

<p>Benchmark 3 – Apply critical thinking and problem solving processes in addressing ethical issues and legal responsibilities in the workplace, the community and within one’s personal life.</p>			
<p>3.6 Become aware of laws and the consequences of unethical behavior.</p>			
<p>SUGGESTED LEARNING EXPERIENCES</p>			
<p>(1) Nebraska Bar Association – “Reaching the Age of Majority”                  (2) Speaker – Invite a business owner or Human Resource person to address the laws that impact employers and employees and, also, the consequences of unethical behavior in the workplace.                  (3) Investigate how telephone solicitation takes advantage of the elderly, etc. (FCS 6.D)                  (4) Street Law’s Classroom Guide to Mock Trials and Moot Courts – Page 96-112 (Sexual Harassment)</p>			
<p>WEBPAGES</p>			
<p>LESSON PLANS (Already Prepared)</p>			
<p>(1) Street Law – Consumer Law, Family Law Opinion Poll                  (2) TPAL – Learning About the Law                  (3) TPAL - What are Rules?                  (4) TPAL - Why Do Some Laws Treat Minors Differently From Adults?                  (5) TPAL - What’s the Problem? Domestic Violence                  (6) TPAL - Is It OK If I Say It Is? Statutory Rape                  (7) (See files in “Course Information” for the following titles)</p> <ul style="list-style-type: none"> <li>a. Introduction to Law</li> <li>b. Introduction to Law-Why We Have Laws</li> <li>c. Juvenile Justice (2000)</li> <li>d. Juvenile Justice-Steps in a Case (2007), includes PPT</li> <li>e. Criminal Law-Elements of a Crime: Comparing Adult and Juvenile Procedures (2003)</li> <li>f. Arrest and Detainment (2006)</li> <li>g. Fourth Amendment Overview</li> <li>h. Criminal Law-Miranda: Case Study</li> <li>i. Criminal Law Game Show (2000)</li> <li>j. Rape – Triad Exercise</li> <li>k. Death Penalty Background and Quiz (2006)</li> <li>l. Introduction to Contracts (2006)</li> </ul>			
HS	ET	LPPS	GPA



# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 3 – Apply critical thinking and problem solving processes in addressing ethical issues and legal responsibilities in the workplace, the community and within one’s personal life.			
3.7 Compare own values and code of ethics to the ethics of society (culture, influences).			
SUGGESTED LEARNING EXPERIENCES			
<ul style="list-style-type: none"> <li>(1) KWL on Global Warming and other topics</li> <li>(2) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a> “Cultural Banners”</li> <li>(3) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a> “Study Guides: The Librarian of Basra and Alia’s Mission-Saving the Books of Iran” (two books on life in Iran)</li> </ul>			
WEBPAGES			
LESSON PLANS (Already Prepared)			
<ul style="list-style-type: none"> <li>(1) Street Law (UW) - Family Law Opinion Poll (See file in “Course Information”)</li> <li>(2) Street Law (UW) – Search &amp; Seizure Opinion Poll (See file in “Course Information”)</li> </ul>			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

<p>Benchmark 3 – Apply critical thinking and problem solving processes in addressing ethical issues and legal responsibilities in the workplace, the community and within one’s personal life.</p>			
<p>3.8 Demonstrate socially-responsible, ethical behavior.</p>			
<p>SUGGESTED LEARNING EXPERIENCES</p>			
<p>(1) Scenarios – Social Service Worker (on cd)                  (2) Fruehling and Moore, <i>The Attitude Advantage</i>, Part 2 (Goodheart-Willcox)                  (3) Jackson, T. <i>Still More Activities That Teach</i>, page 228 “Three Together”                  (4) Street Law – Chapter 44 (Rights and Responsibilities in the Workplace) and related activities in Teacher’s Guide (535-554)                  (5) Issues in Forensic Psychology (<a href="http://www.campsynd.com">www.campsynd.com</a>) Short vignettes related to coerced confessions, eyewitness recall, false allegations of sexual abuse, claims of sexual harassment, predicting future violence and claims of repressed memories are presented and could be used as a basis for classroom discussion.</p>			
<p>WEBPAGES</p>			
<p>(1) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a> “Energy &amp; The Environment”</p>			
<p>LESSON PLANS (Already Prepared)</p>			
<p>(1) Power of Words – Lessons 2, 4, 5, 6, 8 (on cd)                  (2) TPAL – Is It My Responsibility? Parent vs. Child</p>			
<p>HS</p>	<p>ET</p>	<p>LPPS</p>	<p>GPA</p>

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 4 – Demonstrate leadership and teamwork skills required for success in the family, workplace and community.			
4.1 Develop a definition and philosophy of leadership.			
SUGGESTED LEARNING EXPERIENCES			
<ul style="list-style-type: none"> <li>(1) Idaho 10 Lessons on Leadership (on cd)</li> <li>(2) Speakers – Invite one or a panel of local business leaders or community leaders (major, sheriff, organization officer etc.) to address their definition and philosophy of leadership, how they develop leadership skills in others, and have them describe the experiences that helped to share their understanding of leadership.</li> <li>(3) Student-led conferences</li> <li>(4) <i>Activities that Teach</i> –three-book series – several possibilities</li> <li>(5) Gallup Strengths Finder</li> <li>(6) Dynamic Leadership – National FCCLA Program</li> </ul>			
WEBPAGES			
<ul style="list-style-type: none"> <li>(1) <a href="http://www.gallup.com/consulting/61/strengths-development.aspx">http://www.gallup.com/consulting/61/strengths-development.aspx</a> - Identifies individual talents to help you add skills and knowledge that builds strengths</li> <li>(2) <a href="http://www.bized.co.uk">http://www.bized.co.uk</a> - PowerPoint on theories, styles, change, factors affecting leadership</li> <li>(3) <a href="http://www.coreknowledge.org">www.coreknowledge.org</a> – lesson plans, articles and other resources for the classroom</li> </ul>			
LESSON PLANS (Already Prepared)			
<ul style="list-style-type: none"> <li>(1) Leadership Qualities (on cd)</li> </ul>			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 4 – Demonstrate leadership and teamwork skills required for success in the family, workplace and community.			
4.2 Define and describe teamwork skills.			
SUGGESTED LEARNING EXPERIENCES			
<ul style="list-style-type: none"> <li>(1) Have class set a common goal and delegate responsibilities.</li> <li>(2) Fruehling and Moore, <i>The Attitude Advantage</i>, Part 1(Goodheart-Willcox)</li> <li>(3) Speaker – Invite a police officer, fireman, etc. to discuss the importance of teamwork skills within their work environment and the consequences of the lack of teamwork skills.</li> <li>(4) Jackson, T., <i>Activities that Teach</i>, Page 162 – “Marshmallow Tower Game”</li> <li>(5) Jackson,T., <i>Still More Activities That Teach</i>, Page 142 – “Marshmallow Tower Revisited”</li> <li>(6) Multiple Intelligence Theory, activities to find strengths, quiz to determine strengths</li> <li>(7) Real Colors personal analysis</li> </ul>			
WEBPAGES			
<ul style="list-style-type: none"> <li>(1) <a href="http://www.fcclainc.org/content/dynamic-leadership/">www.fcclainc.org/content/dynamic-leadership/</a> - a national FCCLA programs that helps young people build leadership skills to become strong leaders in their family, careers and communities</li> </ul>			
LESSON PLANS (Already Prepared)			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 4 – Demonstrate leadership and teamwork skills required for success in the family, workplace and community.			
4.3 Explore leadership roles and teamwork skills in the family, workplace and community.			
SUGGESTED LEARNING EXPERIENCES			
<ul style="list-style-type: none"> <li>(1) Fruehling and Moore, <i>The Attitude Advantage</i>, Part 1(Goodheart-Willcox)</li> <li>(2) Speaker – Invite a person who is a family member, an employee and active in the community to address leadership and teamwork within each of those settings.</li> <li>(3) FCCLA Dynamic Leadership Manual</li> <li>(4) Jackson, T., <i>More Activities That Teach</i>, Page 85 – “Add A Word”</li> <li>(5) Street Law – Chapter 4 – Settling Disputes</li> </ul>			
WEBPAGES			
<ul style="list-style-type: none"> <li>(1) “Self-Scoring Seven Habits Profile” – The following website evaluates your current level of effectiveness. <a href="http://www.franklincovey.com/fc/library_and_resources/self_scoring_7_habits_personal_feed_back">www.franklincovey.com/fc/library_and_resources/self_scoring_7_habits_personal_feed back</a></li> </ul>			
LESSON PLANS (Already Prepared)			
<ul style="list-style-type: none"> <li>(1) TPAL – What is a Family?</li> </ul>			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 4 – Demonstrate leadership and teamwork skills required for success in the family, workplace and community.			
4.4 Organize team building experiences that provide individual leadership opportunities.			
SUGGESTED LEARNING EXPERIENCES			
<ul style="list-style-type: none"> <li>(1) Scenarios – Disaster Response Worker (on cd)</li> <li>(2) Street Law, Chapter 3 - Advocacy</li> </ul>			
WEBPAGES			
LESSON PLANS (Already Prepared)			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 4 – Demonstrate leadership and teamwork skills required for success in the family, workplace and community.			
4.5 Exercise respect and adaptability in collaborating with others.			
SUGGESTED LEARNING EXPERIENCES			
<ul style="list-style-type: none"> <li>(1) Scenarios – Disaster Response Worker (on cd)</li> <li>(2) Fruehling and Moore, <i>The Attitude Advantage</i>, Part 1(Goodheart-Willcox)</li> <li>(3) <i>Teaching Tolerance</i> magazine</li> <li>(4) Street Law – Chapter 1 (What is Law?) Sections on values, human rights, balancing rights and responsibilities</li> </ul>			
WEBPAGES			
<ul style="list-style-type: none"> <li>• <a href="http://www.ccl.org/leadership/research/sharing/index.aspx">www.ccl.org/leadership/research/sharing/index.aspx</a> Research these pages and presentations for the understanding, practice and development of leadership</li> </ul>			
LESSON PLANS (Already Prepared)			
<ul style="list-style-type: none"> <li>• Teaching Tolerance “A Place At the Table”</li> </ul>			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 4 – Demonstrate leadership and teamwork skills required for success in the family, workplace and community.			
4.6 Apply problem-solving strategies in leadership and teamwork experiences.			
SUGGESTED LEARNING EXPERIENCES			
<ul style="list-style-type: none"> <li>(1) Scenarios – Disaster Response Worker (on cd)</li> <li>(2) Community Outreach Project – identify a community problem and make a plan for resolving the problem, delegate responsibilities to class members, put plan into action, evaluate using reflective thinking</li> <li>(3) Practice goal setting and time management</li> <li>(4) Keep track of everything you do in 24 hours. Analyze how you use your time.</li> <li>(5) FCCLA leadership project/activity</li> <li>(6) Jackson, T., <i>More Activities That Teach</i>, Page 129 – “By Yourself”</li> <li>(7) Jackson, T., <i>Still More Activities That Teach</i>, Page 169 – My Turn?”</li> <li>(8) Street Law, page 44, Problem 4.1a and page 45, Problem 4.2</li> </ul>			
WEBPAGES			
<ul style="list-style-type: none"> <li>(1) <a href="http://www.teachablemoment.org/middle.html">www.teachablemoment.org/middle.html</a> “Machine Building: A Cooperative Activity”</li> </ul>			
LESSON PLANS (Already Prepared)			
<ul style="list-style-type: none"> <li>(1) TPAL – Is it My Responsibility? Parent vs. State</li> <li>(2) CDC – Choose Your Own Adventure: School Nutritional Policy</li> </ul>			
HS	ET	LPPS	GPA



# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 4 – Demonstrate leadership and teamwork skills required for success in the family, workplace and community.			
4.7 Participate in community leadership and teamwork opportunities to enhance skills.			
<b>SUGGESTED LEARNING EXPERIENCES</b>			
<ul style="list-style-type: none"> <li>(1) FCCLA – volunteer community outreach project (i.e. family disaster supplies kit) followed by written response/evaluation related back to classroom learnings</li> <li>(2) Plan and conduct a classroom service project that is an extension of classroom learnings while meeting a community need.</li> <li>(3) Become involved in “Project Citizen” – Level 2 (See Resource Listing at the beginning of this document)</li> </ul>			
<b>WEBPAGES</b>			
<b>LESSON PLANS (Already Prepared)</b>			
(1) CDC – Choose Your Own Adventure: School Nutritional Policy			
<b>HS</b>	<b>ET</b>	<b>LPPS</b>	<b>GPA</b>

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

<p>Benchmark 5 – Examine the information technology applications and issues regarding safety, health and the environment found in the workplaces related to this career field and in situations related to the family and community.</p>			
<p>5.1 Use a variety of technologies to search for and access information and manage records for family, work and community settings.</p>			
<p>SUGGESTED LEARNING EXPERIENCES</p>			
<p>(1) Scenarios – Law Enforcement Technology Consultant (on cd)                  (2) Microsoft Office Organizational Records (medical, financial, emergency contacts, etc.)</p>			
<p>WEBPAGES</p>			
<p>(1) <a href="http://extension.missouri.edu/explorepdf/hesguide/famecon/gh3831.pdf">http://extension.missouri.edu/explorepdf/hesguide/famecon/gh3831.pdf</a> - Managing Family Records                  (2) <a href="http://www.pueblo.gsa.gov/cfocus/cfhouseholdrecords03/focus.htm">www.pueblo.gsa.gov/cfocus/cfhouseholdrecords03/focus.htm</a> - Managing Family Records                  (3) <a href="http://www.ag.uiuc.edu/%7Evista/abstracts/ahouseinv.html">www.ag.uiuc.edu/%7Evista/abstracts/ahouseinv.html</a> - a free household and personal property inventory book that can be downloaded</p>			
<p>LESSON PLANS (Already Prepared)</p>			
<p>(1) TPAL - Is It Abuse or Neglect?</p>			
<p>HS</p>	<p>ET</p>	<p>LPPS</p>	<p>GPA</p>

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

<p>Benchmark 5 – Examine the information technology applications and issues regarding safety, health and the environment found in the workplaces related to this career field and in situations related to the family and community.</p>			
<p>5.2 – Use technology to analyze, manipulate and interpret information.</p>			
<p><b>SUGGESTED LEARNING EXPERIENCES</b></p>			
<p>(1) Scenarios – Law Enforcement Technology Consultant (on cd)                  (2) Speaker – Invite an individual or a panel from several different career areas to describe the technology they use within their daily activities.                  (3) Various testing kits (radon, water testing, lead paint, etc.)                  (4) Law in Your Life, Lesson 9 (Driving and Alcohol) Especially page 24 on drunk driving                  (5) Law in Your Life, Lesson 11 (The Arrest) Use of databanks relating to arrests                  (6) Law in Your Life, Lesson 15 (School Records) Explore schools data system</p>			
<p><b>WEBPAGES</b></p>			
<p>(1) <a href="http://www.cpsc.gov/CPSCPUB/PUBS/5054.html">www.cpsc.gov/CPSCPUB/PUBS/5054.html</a> - What you should know about lead-based paints in your home</p>			
<p><b>LESSON PLANS (Already Prepared)</b></p>			
<p>(1) Street Law (UW) – Consumer Law (see file in :Course Information”)                  (2) Street Law (UW) – Family Law Opinion Poll (see file in “Course Information”)</p>			
<p><b>HS</b></p>	<p><b>ET</b></p>	<p><b>LPPS</b></p>	<p><b>GPA</b></p>

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

<p>Benchmark 5 – Examine the information technology applications and issues regarding safety, health and the environment found in the workplaces related to this career field and in situations related to the family and community.</p>			
<p>5.3 Identify adequate, reliable information and resources.</p>			
<p>SUGGESTED LEARNING EXPERIENCES</p>			
<p>(1) Scenarios – Disaster Response Worker (on cd)                  (2) Develop a rating sheet with criteria for evaluating websites. Could be related to any subject area. (Note: domains ending with edu or gov are generally considered to be reliable)                  (3) Checklist for web-based information available from ESU tech person</p>			
<p>WEBPAGES</p>			
<p>LESSON PLANS</p>			
<p>(1) Street Law – Consumer Law                  (2) Street Law – Family Opinion Poll                  (3) TPAL – A Wise Consumer: When Problems Arise                  (4) Evaluating websites – your local or ESU technology person likely has a form that can be used for this purpose OR there are several on-line.</p>			
<p>HS</p>	<p>ET</p>	<p>LPPS</p>	<p>GPA</p>

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

<p>Benchmark 5 – Examine the information technology applications and issues regarding safety, health and the environment found in the workplaces related to this career field and in situations related to the family and community.</p>			
<p>5.4 Become aware of the personal responsibility needed within the physical and social environments of the family, workplace and community to reduce conflict and promote safety.</p>			
<p><b>SUGGESTED LEARNING EXPERIENCES</b></p>			
<p>(1) Scenarios – Disaster Response Worker (on cd)                  (2) Fruehling and Moore, <i>The Attitude Advantage</i>, Part 2 &amp; 4 (Goodheart-Willcox)                  (3) Introduce the purpose and work of OSHA                  (4) USDA – For Kids, Teens &amp; Educators – Healthier Classrooms Food Safety                  (5) Law In Your Life – Chapter 19 (Divorce) and have a resource person come and share the child support system and the database used for payments                  (6) Law In Your Life – Chapter 21 (Job Testing)</p>			
<p><b>WEBPAGES</b></p>			
<p>(1) <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> - the gateway to the US Food Safety Administration                  (2) <a href="http://www.usda.gov">www.usda.gov</a> - Center for Food Safety and Applied Nutrition</p>			
<p><b>LESSON PLANS (Already Prepared)</b></p>			
<p>(1) Power of Words – Lessons 2, 4, 5, 6, 8 (on cd)</p>			
<p>HS</p>	<p>ET</p>	<p>LPPS</p>	<p>GPA</p>

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

<p>Benchmark 5 – Examine the information technology applications and issues regarding safety, health and the environment found in the workplaces related to this career field and in situations related to the family and community.</p>			
<p>5.5 Understand the importance of documentation and reporting emergency or crisis situations to the appropriate authorities.</p>			
<p>SUGGESTED LEARNING EXPERIENCES</p>			
<p>(1) Speaker – Invite a lawyer, case worker or police officer to describe the documentation that is required of them in their daily work and the process by which they involve other authorities when appropriate.</p> <p>(2) HIPA reports</p> <p>(3) Invite a State Patrol or local police officer to address: accident reports, writing skills, observation skills, witness questions</p> <p>(4) Law In Your Life – Chapter 105 (Crime Victims)</p>			
<p>WEBPAGES</p>			
<p>LESSON PLANS (Already Prepared)</p>			
<p>HS</p>	<p>ET</p>	<p>LPPS</p>	<p>GPA</p>

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 6 – Explore career opportunities within the Human Services and Resources Career Field.			
6.1 Continue to assess personal knowledge, attitudes, skills, aspirations and characteristics.			
<b>SUGGESTED LEARNING EXPERIENCES</b>			
<ul style="list-style-type: none"> <li>(1) Examine the Foundation Knowledge and Skills for each of the four clusters in HSR and conduct a self-assessment against those statements.</li> <li>(2) Recall examples from guest speakers who came during the course of the semester.</li> <li>(3) Explore trends in Occupational Outlook Handbook from the US Dept of Labor</li> <li>(4) Godfrey, N.S. The Ultimate Career Guide for Young People. Chapter 1 (p. 17-34) and pages 9-16 in the student journal.</li> <li>(5) Do I Procrastinate Excessively? (on cd)</li> </ul>			
<b>WEBPAGES</b>			
<ul style="list-style-type: none"> <li>(1) <a href="http://www.nebraskacareerconnections.org">www.nebraskacareerconnections.org</a></li> <li>(2) <a href="http://www.dls.gov/k12/help01.htm">www.dls.gov/k12/help01.htm</a> “Jobs For Kids Who Like. . .”</li> <li>(3) <a href="http://www.careerpath.com">www.careerpath.com</a></li> <li>(4) <a href="http://www.nebraskacareerlink.com">www.nebraskacareerlink.com</a></li> </ul>			
<b>LESSON PLANS (Already Prepared)</b>			
<ul style="list-style-type: none"> <li>(1) <a href="http://www.coe.uga.edu/workethic/on_linelesson.htm">www.coe.uga.edu/workethic/on_linelesson.htm</a> Provides six lessons: Why Work Ethic?, What is Work Ethic?, Interpersonal Skills, Initiative, Being Dependable, Other Employability Skills</li> </ul>			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 6 – Explore career opportunities within the Human Services and Resources Career Field.			
6.2 – Investigate the career clusters within the Human Services and Resources Career Field.			
<b>SUGGESTED LEARNING EXPERIENCES</b>			
<ul style="list-style-type: none"> <li>(1) Scenarios – All of them (on cd)</li> <li>(2) Investigating Careers in HSR Worksheet (on cd)</li> <li>(3) What’s My Line (on cd)</li> <li>(4) Human Services, Chapters 1-2 (Glencoe)</li> <li>(5) Law &amp; Public Safety, Chapters 1&amp;2 (Glencoe)</li> <li>(6) Government &amp; Public Administration, Chapters 1 &amp;2 (Glencoe)</li> <li>(7) Education &amp; Training, Chapters 1 &amp; 2 (Glencoe)</li> </ul>			
<b>WEBPAGES</b>			
<ul style="list-style-type: none"> <li>(1) <a href="http://www.nebraskacareerconnection.org">www.nebraskacareerconnection.org</a></li> <li>(2) <a href="http://www.nebraskacareerinformationsystem">www.nebraskacareerinformationsystem</a></li> <li>(3) <a href="http://www.nebraskaworkforcedevelopment">www.nebraskaworkforcedevelopment</a></li> </ul>			
<b>LESSON PLANS (Already Prepared)</b>			
<ul style="list-style-type: none"> <li>(1) nytimes webpage – Making the Grade (<a href="http://www.nytimes.com/learning/teachers/lessons/19990712monday_print.html">www.nytimes.com/learning/teachers/lessons/19990712monday_print.html</a>)</li> <li>(2) SROS: Do You Have What It Takes? (on cd)</li> </ul>			
<b>HS</b>	<b>ET</b>	<b>LPPS</b>	<b>GPA</b>



# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

<b>Benchmark 6 – Explore career opportunities within the Human Services and Resources Career Field.</b>			
<b>6.3 – Identify specific careers which align to personal assessments.</b>			
<b>SUGGESTED LEARNING EXPERIENCES</b>			
<ul style="list-style-type: none"> <li>(1) Investigating careers in HSR Worksheet (on cd)</li> <li>(2) Career Education PowerPoint Presentation – Suzanne Martin, author (on cd)</li> <li>(3) Human Services, Chapter 7 (Glencoe)</li> <li>(4) Law &amp; Public Safety, Chapter 7 (Glencoe)</li> <li>(5) Government &amp; Public Administration, Chapter 7 (Glencoe)</li> <li>(6) Education &amp; Training, Chapter 7 (Glencoe)</li> </ul>			
<b>WEBPAGES</b>			
<b>LESSON PLANS (Already Prepared)</b>			
<b>HS</b>	<b>ET</b>	<b>LPPS</b>	<b>GPA</b>

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 6 – Explore career opportunities within the Human Services and Resources Career Field.			
6.4 Examine educational requirements, job opportunities, demand, wage and benefit potential for selected careers.			
<b>SUGGESTED LEARNING EXPERIENCES</b>			
<ul style="list-style-type: none"> <li>(1) Human Services, Chapters 3-6 (Glencoe)</li> <li>(2) Law &amp; Public Safety, Chapters 3-6 (Glencoe)</li> <li>(3) Government &amp; Public Administration, Chapters 3-6 (Glencoe)</li> <li>(4) Education &amp; Training, Chapters 3-6 (Glencoe)</li> <li>(5) Write a report on ideal job using web sites (examples listed below) including educational requirements, job opportunities, demand, wage and benefit potential.</li> </ul>			
<b>WEBPAGES</b>			
<ul style="list-style-type: none"> <li>(1) <a href="http://www.nebraskajoblink.com">www.nebraskajoblink.com</a> – job searches, resume services and assistance to job seekers</li> <li>(2) <a href="http://www.BLS.gov">www.BLS.gov</a> - The Bureau of Labor Statistics webpage</li> </ul>			
<b>LESSON PLANS (Already Prepared)</b>			
<b>HS</b>	<b>ET</b>	<b>LPPS</b>	<b>GPA</b>

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 6 – Explore career opportunities within the Human Services and Resources Career Field.			
6.5 Evaluate programs of study, school and community activities relative to career choices.			
SUGGESTED LEARNING EXPERIENCES			
WEBPAGES			
(1) <a href="http://www.nebraskacareerconnections.org">www.nebraskacareerconnections.org</a>			
LESSON PLANS (Already Prepared)			
HS	ET	LPPS	GPA

# Intro to HSR – 9<sup>th</sup> or 10<sup>th</sup> Grade

Benchmark 6 – Explore career opportunities within the Human Services and Resources Career Field.			
6.6 – Reassess the Personal Learning Plan and revise, if needed, to reflect current thinking.			
SUGGESTED LEARNING EXPERIENCES			
(1) Utilize the system within your own school related to Personal Learning Plans			
WEBPAGES			
(1) <a href="http://www.nebraskacareerconnections.org">www.nebraskacareerconnections.org</a>			
(2) <a href="http://www.learningcentral.org">www.learningcentral.org</a>			
(3) <a href="http://www.halmacomber.com">www.halmacomber.com</a>			
LESSON PLANS (Already Prepared)			
(1) <a href="http://www.cde.state.co.us/cdesped/PLP.asp">www.cde.state.co.us/cdesped/PLP.asp</a> - a personal learning profile, pretest, series of lesson plans and a template for an individual student learning profile			
HS	ET	LPPS	GPA