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| **Introduction to Human Studies****Course code 6137** **Course Outcome:****Course Description** *Introduction to Human Studies* is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. This course covers the human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in this course are aligned with Tennessee Common Core State Standards for English Language & Literacy in Technical Subjects, as well as the Tennessee Psychology and Sociology standards, and the National Standards for Family and Consumer Sciences Education, Second Edition.\***Industry Certification:** This course is the first course in the Social Health Services Program of Study (Intro to Human Studies, Lifespan Development and Family Studies). Upon completion of this program of study, students will take the **Tennessee Specific Industry** **Certification Exam in Social Health Services**. Students who receive a passing grade of 70% on this exam will receive the following: Tennessee Specific Industry Certification for Social Health Services, 3 hours college credit at any Tennessee accredited school, and students who have a 3.0 GPA or higher will graduate with distinction, and be considered **College and Career** **Ready** according to the State of Tennessee Department of Education. Please let me know if you have any questions about the Industry Certification requirements.***Family, Career and Community Leaders of America (FCCLA)*,** the cocurricularStudent organization, provides students with opportunities for leadership development,personal growth and school/community involvement. **Prerequisites:** none**Recommended Credit(s):** 1**Recommended Grades: 9****Hyperlinks are available on the classroom website** http://www.tn.gov/education/cte/HumanServices.shtml**Instruction:****Course Standards and Pacing Guide** **Human Needs** 1) Describe the different levels of human growth (using research such as Maslow’s hierarchy of needs) and articulate the different characteristics of each level. Make a graphic that illustrates the pattern of metamotivation as humans fulfill each type of needs. (TN CCSS Reading 2, 5, 7; FACS 12) 2) Evaluate factors that impact human growth and physical development in areas related to personality development, temperament, self-understanding, and interpersonal relationships with family and peers. Make a chart/informational graphic of how each of these factors contributes to building healthy relationships and their role of self-actualization in human development. (TN CCSS Reading 2, 5, 7; FACS 12, 13) 3) Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project. (TN CCSS Reading 2, 5; FACS 12) 4) Cite specific textual evidence from the U.S. Food and Drug Administration and U.S. Department of Health and Human Services to analyze necessary dietary practices and specific recommendations for physical health, including dietary guidelines and meal plans. Research the importance of balanced nutrition on human development and productivity, and the correlation to mental health and wellness. (TN CCSS Reading 1, 2; TN CCSS Writing 2, 7, 9; FACS 14) 5) Compile and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government-published fact sheets. Review general common laboratory safety procedures, including but not limited to prevention and control procedures. Incorporate safety procedures and complete safety test with 100 percent accuracy. (TN CCSS Reading 3; FACS 9) 6) Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to time management, organizational planning, and professionalism necessary for success in diverse environments such as the workplace, and apply concepts learned to produce specific recommendations in a written or graphic format. (TN CCSS Reading 2, 5; TN CCSS Writing 4; FACS 12) **Overview of Human & Social Services** 7) Research and summarize the influence of significant contributors to the history and development of counseling, human services and dietetics fields. Create a timeline that shows when each of these major figures lived and worked. Major figures include, but are not limited to: a. Anna Y. Reed and Eli Weaver b. Ellen Richards c. Doris Callaway d. James Lind e. James Cattell f. E. G. Williamson g. Carl Pfeiffer (TN CCSS Reading 2, 7; TN CCSS Writing 2, 6) 8) Research and analyze the ecological factors that inhibit optimal social, emotional, and physical well-being of individuals. Create a graphic that illustrates the connections between the environment and the physical or mental well-being of individuals, citing examples from local or state health agencies. (TN CCSS Reading 1; TN CCSS Writing 7, 9; FACS 12) **Career Investigation** 9) Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education for a chosen occupation. (TN CCSS Reading 2, 8, 9) 10) Examine licensing, certification, and credentialing requirements for specific counseling careers within human services (careers include counseling, social services, and dieticians) at the national, state, and local levels to maintain compliance with industry requirements. List the requirements to obtain the credentials and what one must do to maintain the credential. (TN CCSS Reading 9; TN CCSS Writing 2; FACS 7) 11) Examine requirements for career advancement to plan for continuing education and training. Research professional development opportunities needed to keep current on relevant trends and information within the cluster. Example careers include social worker, marriage and family therapists, health educators, and mental health counselors. (TNCCSS Reading 2,7TNCCSSWriting2,6; **Mental Health** 12) Research theories of mental health and create a graphic illustration or presentation summarizing the findings. Illustrations and presentations should include: key people in the development of the theory, main points of the theory, and assessment of the extent to which reasoning and evidence support the theory. Theories to research include, but are not limited to: a. Developmental Theory b. Behavioral Theory c. Cognitive-Behavioral Theory (TN CCSS Reading 8; TN CCSS Writing 2, 6; TN Psychology; FACS 7, 12) 13) Investigate the physiological effects of stress and crisis using research from the National Institute of Mental Health. Synthesize the information to identify the types of crises and create a graphic illustration of appropriate responses, management strategies, and technology available to meet individual and family needs during crisis situations. (TN CCSS Reading 1; TN CCSS Writing 9; FACS 12, 13) 14) Using investigative research, prepare a presentation or informative essay that explains the coping methods for individuals suffering from disorders, stress, or traumatic events. (TN CCSS Reading 1; TN CCSS Writing 9; FACS 12, 13) 15) Write a research paper or conduct a project on a current mental and social health issue using appropriate digital search resources and academic writing. Topics might include but are not limited to: a. Teenage Pregnancy b. Peer Pressure c. Substance abuse d. Bullying/Cyberbullying e. Eating disorders/Emotional eating (TN CCSS Reading 1; TN CCSS Writing 2, 8, 9; TN Psychology) **Communication Skills** 16) Develop and practice active listening skills including: identification of speaker’s major points, focusing on speaker’s message rather than listener’s response, discriminating between fact and opinion, and verifying interpretation of message. Use appropriate note taking techniques and overcome communication barriers by treating the speaker with courtesy and respect. Seek clarity of reception of communication by responding to verbal messages and other cues such as body language by rephrasing statements and asking questions. (TNCCSS Reading 3;TN Sociology; FACS 13)17) Compare and contrast skills for communicating professionally as well as informally in everyday social interactions. Differentiate between verbal and nonverbal communication. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques. (TN CCSS Reading 4, 9; TN CCSS Writing 4; TN Sociology) 18) Practice communication skills by participating in role-play exercises and critiquing the role-play exercises of others. Demonstrate specific techniques for building rapport with the client or others. (TN CCSS Reading 3) **The following artifacts will reside in the student’s portfolio:** o Human Needs artifacts o Management Resources recommendations o Career Fact artifact o Occupation graphic o Summary of Theories of Mental Health artifact o Stress & Crisis Informational resource o Communication Skills artifacts  **CLASS FEE:** $15.00 (A must to cook and a few sewing supplies, fabric will need to be bought later) **Resources:**        Textbook: Succeeding In Life and Career 11th edition Goodheart-Wilcox **Materials:** #2 pencils and blue or black pens                                                1-1/2” to 2” - 3 ring notebook(can be used if in good shape) 5 tabs (can be used if they can be relabeled)                Notebook Paper  Materials list on sewing letter and recipe project letter (to come later)                               Your student may view the following videos as part of the class curriculum. Most of the videos are put out by educational curriculum companies and your student will have a study guide to go with them. These videos are shown as class time allows. **If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the child’s name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.** Be Part of It! (FCCLA Membership) The Power of FamilyHow I LearnD is for DecisionsThe Life and Legacy of Ellen Swallow RichardsMeasure Up In the KitchenFood Prep Words and termsBaking BasicsCooking FundamentalsKitchen FundamentalsKitchen Math MeasuringBAC Attack (food Safety)Just the FACTS Food SafetyFACS Careers  **Safety Procedures:**All students MUST pass a safety test with 100% before cooking or sewing. When in cooking lab, close toed shoes MUST be worn and long hair MUST be pulled back or tied up.  These rules MUST be followed or the student forfeits the opportunity to cook and eat and gets a zero for the daily grade.**ASSESSMENT:** <http://www.tn.gov/education/cte/HumanServices.shtml>.**Make Up Policy**        WHEN YOU ARE ABSENT FROM CLASS, you must make up the work missed. Remember, you receive a grade most days in my class.  To get your make-up work, you may see me before school starts (8:10 - 8:30), before class starts, or before 4:00 p.m.  I will stay late if you schedule an appointment with me.  You are responsible for getting the work out of the MISSED WORK BOX and asking me what to do with it.  You have 3 days to complete the work and turn it in. **Grading Scale:**        A      93 – 100        B      85 – 92         C      75 – 84        D      70 – 74        F      Below 70                                                                                          **Grading Components:**                                            1. Daily Work                                   2. Written Quizzes and Tests           3. Cooking and Sewing Lab Assignments4. Portfolio Projects5. Extra Credit WorkTHE END-OF-THE COURSE TEST WILL COUNT AS 15% OF THE FINAL GRADE. **Portal Post Policy** – One way in which I am able to communicate with the student and parent is through Parent Portal. In order to give timely feedback, I will update grades at least once per week. **GENERAL EXPECTATIONS:****Students:**                Should follow the Knox County ATTENDANCE Policy and all other Knox County policies, Gibbs High School policies and classroom rules.                **Student Expectations:**1.    Be in your assigned seat ready to work when the bell rings. ALL ELECTRONICS OFF AND OUT OF SIGHT before you walk through the classroom door. They will be taken up and turned into the office.2.   Follow directions the first time they are given.3.   Respect teacher and other students verbally and nonverbally. Speak appropriately and at appropriate time. Keep hands, feet, and other objects to yourself.4.   Attend class with a positive, cooperative attitude.5.   No gum, food, drinks, book bags, or backpacks in class. **Teacher:** Rebecca Young                 Rebecca.young@knoxschools.org865-689-9130    ext. 72559Plan period 8:30- 9:30**Intervention Strategy**        If your student needs extra help, they may ask me what day I will be able to stay late and we will work on catching them up.  |

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| [Logout](http://family-cons-sci-s140-b.gibbshs.knoxschools.org/logout.phtml?sessionid=4466bb226ce6b6ebdb212ac01d7454d9)

Please sign and return the syllabus by your student to Ms. Young. This will indicate that you have read and understand its content and what your child will be learning this semester. This is the first grade in the gradebook. Thank you, Rebecca Young

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