

Human Services

Career Field Technical Content Standards Document

**With
Academic Content Standards in
English Language Arts, Mathematics, Science and Social Studies**

2007



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FOREWORD

The *Human Services Career Field Technical Content Standards* form the curricular framework for career-technical education programs in human services. This document reflects the career field framework outlined in Ohio Administrative Code 3301-61-03 (Criteria for Secondary Workforce Development Programs).

This document represents a collaborative effort of the following professional partners: the Ohio Department of Education's Office of Career-Technical and Adult Education, the College Tech Prep Curriculum Service Center at the University of Toledo and the Ohio Resource Center at The Ohio State University. Secondary and postsecondary educators, along with business professionals, also participated in developing the technical content standards.

The *Human Services Career Field Technical Content Standards* combine business standards (reflecting English language arts, mathematics, science, social studies and technology), academic content standards (English language arts, mathematics, science and social studies) and the business process framework to develop technical literacy in human services. The human services career field includes occupations that focus on aging; substance and child abuse; chronic illness; physical, emotional and cognitive disabilities; plus physical and personal appearance services technologies. The human services career field is comprised of two pathways leading to technically-based careers in:

- Family and Community Services; and
- Personal Care Services.

This document delineates competencies that outline the knowledge and skills needed for career success in the above two pathways. It includes a) core competencies that span the human services career field addressing critical workplace skills, including technical skills, business processes, legal and ethical aspects, health and safety; and b) pathway competencies that describe specific occupational knowledge and skills.

In addition, benchmarks from Ohio's *English Language Arts Academic Content Standards*, *Mathematics Academic Content Standards*, *Science Academic Content Standards* and *Social Studies Academic Content Standards* have been embedded, outlining the English language arts, mathematics, science and social studies knowledge and skills associated with specific technical competencies.

The Human Services document seeks to provide a basis for educational programming that will foster development of what Doug Bush, vice president and chief information officer, Intel Corporation, refers to as the "T-shaped" employee. The T-shaped employee combines broad knowledge, insight and understanding of business processes, academic attainment, and workplace readiness (the crossbar of the "T") with depth of knowledge and expertise in a career specialty (the post of the "T"). The T-shaped employee is needed to ensure that Ohio's human services workforce of tomorrow is competitive in a global environment that requires specialized skills in a broader context aimed at developing new products and services in an ever-changing economy.

This document forms a basis for developing an integrated delivery system that provides opportunities for new and challenging programs and courses. It is hoped that the document will enhance and expand career-technical education and postsecondary degree programs in human services and related fields.

The document is available at www.ode.state.oh.us with keyword *Human Services Career Field*.

Kathy Shibley
Director
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ACKNOWLEDGEMENTS

A number of individuals contributed their time and expertise to this development. Special thanks go to all the business representatives and educators named in this document.

Further acknowledgement is due to:

- David Burns, Executive Director, Secondary Education and Workforce Development, Ohio Department of Education;
- Kathy Shibley, Director, Office of Career-Technical and Adult Education, Ohio Department of Education;
- Kathy Sommers, Assistant Director, Office of Career-Technical and Adult Education, Ohio Department of Education; and
- Debbie Roshto, Director, Office of Curriculum and Instruction, Ohio Department of Education.

Those listed above provided vision and implementation support for the *Human Services Career Field Technical Content Standards* and for Ohio's human services educational programs.

Also, special thanks are due to the following professional partners in this project:

- James Piper, Director, College Tech Prep Curriculum Services, University of Toledo;
- Joyce Boudreau, Consultant, Office of Career-Technical and Adult Education, Ohio Department of Education;
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- Brinda Price, English Language Arts Consultant, Office of Curriculum and Instruction, Ohio Department of Education.

The people listed above contributed significant research, subject matter, writing and facilitation expertise to the development of the *Human Services Career Field Technical Content Standards*.

DEVELOPMENT OF *HUMAN SERVICES CAREER FIELD TECHNICAL CONTENT STANDARDS*

The process for developing the *Human Services Career Field Technical Content Standards* began in February 2006 with the convening of an advisory panel and culminated in October 2006 with the work of a panel of business representatives and educators focusing on academic correlation. During the eight months, numerous business representatives as well as secondary and postsecondary educators from across Ohio took part in the formal development process. The following summarizes the various stages of the development process.

Career Advisory Panel

February 24, 2006

The Human Services Career Advisory Panel consisted of human services agency and administrative representatives who were asked to discuss their organizational structure and responsibilities. Input from these discussions determined the pathway organization for the *Human Services Career Field Technical Content Standards*.

Futuring Panel

April 10, 2006

The Human Services Futuring Panel brought together key business representatives from across the state to advise the Ohio Department of Education on future trends impacting the human services career field and to suggest ways in which those trends could be incorporated into the *Human Services Career Field Technical Content Standards*.

Business Review Panel

May 8, 2006

A diverse group of Ohio human services representatives participated on these panels. Drawn from various sectors and regions of the state, the panels identified what human services employees should know and be able to do in the human services pathways. The panels built upon the work that the futuring panel outlined, identifying essential and recommended knowledge and skills.

Educator Review Panel

June 28, 2006

These panels were composed of representatives from secondary and postsecondary institutions across Ohio. The panels determined *when* in the educational process (e.g., high school or college) competencies should be addressed and to *what depth*. In addition, the educator panels were asked to note questions they had on decisions the business review panel made and to formulate suggestions for additions, deletions, and editorial changes to the draft document.

Stakeholder Review Panel

July 2006

Since there were very few issues raised by the educator panel, the stakeholder review was addressed electronically. The electronic review provided a forum to ensure that the final document will facilitate the seamless education of students interested in pursuing a career in human services.

Academic Alignment Panel

October 17-18, 2006

The Academic Alignment Panel brought together business representatives, secondary and postsecondary technical educators with academic educators to identify benchmarks from the *Ohio Academic Content Standards for English Language Arts, Mathematics, Science and Social Studies* that are embedded within the technical competencies. This incorporation of academic content standards with technical content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing a basis for collaboration across disciplines.

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PHILOSOPHY AND PRINCIPLES FOR IMPLEMENTATION

Ohio Career Field Initiative

The overarching framework for Ohio career-technical education is outlined in the Ohio Revised Code and subsequent administrative rules, which specify career-technical programming based on 16 career fields. To view the full text of Administrative Rule 3301-61-03 (Criteria for Secondary Workforce Development Programs), go to www.ode.state.oh.us and keyword search *CTAE Administrative Rules*. These fields provide the framework for an Ohio career field initiative that seeks to foster the educational shift needed to respond to the needs of a rapidly changing global environment.

A career field is a “grouping of occupations and broad industries based on commonalities” (see www.careercluster.org). Career fields are the basis for developing both broad and specialized technical content standards that serve as a framework for curriculum, instruction, assessment and program design, addressing the needs of an entire industry and business sector. Ohio’s 16 career fields align with national efforts to broaden career-technical education, integrate career-technical with academic study and reflect the workforce needs of today and tomorrow. For today’s students to be adequately prepared for tomorrow’s workforce, they must have an education that:

- **incorporates a broad, long-term conception of work in combination with the depth of specialization skills;**
Employees need a comprehensive understanding beyond a single occupational area. Occupationally focused programming needs to be provided in a larger context, so students can generalize learning, make connections between education and work, and adapt to changes in their careers. Workplace knowledge and skills are needed to prepare employees for collaborating and problem solving while contributing to the broader business process.
- **emphasizes the acquisition of strong academic knowledge and skills; and**
Academic skills provide the foundation for career success. The integration of academic content standards with career field technical content standards helps to contextualize learning for students, making English language arts, mathematics, science and social studies relevant to students as a means to an important end—success at work and in life.
- **facilitates high-school-to-postsecondary transitions.**
A lifetime of change means a lifetime of learning, including postsecondary education. Students need knowledge and skills for success in a variety of postsecondary options, including apprenticeships, industry credentialing through adult education, two- and four-year college degree programs, and graduate school.

Ohio Career Field Technical Content Standards

Career field technical content standards outline the knowledge and skills needed for success within a career field, multiple pathways and, in some cases, areas of specialization. Validated by Ohio business and industry representatives in conjunction with Ohio educators, these standards form the basis for developing educational programming in Ohio secondary and postsecondary schools. The standards also serve as the framework for developing strong career pathways that connect secondary, adult and postsecondary education systems with the workplace.

While mirroring the diverse nature of each career field, all career field technical content standards documents will delineate competencies that outline the knowledge and skills that span the career field (core competencies), as well as those that relate to specific career field pathways (pathway competencies) and, in some cases, career field specialization (specialization competencies).

Additionally, academic benchmarks from Ohio's academic content standards for English language arts, mathematics, science and social studies are correlated with the career field technical content standards. The embedded benchmarks have been determined by business representatives and academic and technical educators from secondary and postsecondary institutions to be strongly related to specific knowledge and skills statements or competencies for the given career field.

Key features of Ohio's Career Field Technical Content Standards include:

1. Broad as well as specialized technical competencies;
2. Embedded benchmarks for the English Language Arts, Mathematics, Science and Social Studies Academic Content Standards; and
3. Workplace readiness competencies (communications; safety, health and environment; problem solving and critical thinking; leadership, management and teamwork; information technology applications; ethics and legal responsibility; business processes; and career development and employability).

Career Pathways

A key component of the Ohio Career Field Initiative is a career pathway, which is a series of academic and technical career-focused course work and other learning experiences leading to a career specialty and employment in a career field. Pathways facilitate a seamless transition from high school to postsecondary education (including apprenticeships, adult education, two- and four-year colleges, and graduate school) and from postsecondary education to the workplace.

To effectively facilitate the transition from secondary to postsecondary education and a career, high school career pathways should encompass:

1. Challenging technical course work in a chosen career field based on career field technical content standards;
2. Rigorous academics that meet Ohio's academic content standards and grade-level expectations;
3. Electives that relate to career objectives;
4. Instructional enhancements such as experiential and authentic learning opportunities (e.g. work-based learning, mentorships, internships) and career-technical student organization participation;
5. Opportunities (when appropriate) for program and student certification and licensure;
6. Preparation for transition to further study that includes college readiness and opportunities to earn college credit while in high school;
7. Preparation for transition to employment with advancement opportunities; and
8. Performance targets that include high school academic and technical testing/exit and postsecondary entry/placement requirements.

For additional information on the Career Field Initiative, including Ohio Career Field Technical Content Standards and Career Pathways, go to www.ode.state.oh.us and keyword search *career field* in the search box.

Structure and Format

The *Human Services Career Field Technical Content Standards* document is composed of a series of units, competencies and descriptors:

- *Units* are a grouping of competencies sharing a common subject or theme;
- *Competencies* are specific knowledge and skill statements that outline the knowledge and skills needed for career success; and
- *Descriptors* follow each competency and serve to define what is meant by the related competency.

Also included in the document are selected benchmarks from Ohio's Academic Content Standards for English Language Arts, Mathematics, Science and Social Studies, which correlate with specific technical competencies. This incorporation of academic content standards with career field technical content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing a basis for collaboration across disciplines.

Competencies that are common across the career field and/or are critical for success in the Human Services Career Field are referred to as core competencies. These core competencies represent the sustaining characteristics of a career field and facilitate career readiness and long-term career success by:

- Providing a basis for effective collaboration, teamwork and communication across pathways;
- Laying the groundwork for successful transfer of knowledge and skills across pathways, thereby facilitating horizontal and vertical career success; and
- Equipping students and workers with the skills needed to transition to new and emerging careers throughout a working lifetime.

In the Human Services document, core competencies include those focusing on:

- Career Exploration, Development and Employability Traits;
- Business Processes;
- Communications;
- Legal and Ethical Responsibilities; and
- Health and Safety.

Pathway competencies are specific to one or several pathways within a larger career field. They differentiate the academic, technical and workplace knowledge and skills that are more specific than those that are relevant to the entire career field, yet they prepare students for multiple occupational specialties.

The *Human Services Career Field Technical Content Standards* are built around two pathways:

- Family and Community Services; and
- Personal Care Services.

Core and pathway competencies form the basis for developing secondary and postsecondary programs, facilitating transition from one educational level to the next and to the workplace.

In the *Human Services Career Field Technical Content Standards*, business representatives have designated competencies as *essential* or *recommended* within the pathway. Educators have designated *when* (by the end of the 12th grade and/or associate degree or apprenticeship) and *to what depth* (introduced, reinforced, proficient) competencies should be addressed. Definitions used to make these designations appear on the following page, followed by a sample competency illustrating the layout of an actual competency.

Definitions and Codes

Determined by Business, Industry and Labor (BIL) Panel

Essential (E) Competency:

E = Competency is needed to ensure minimal level of employability. Entry-level employees (defined as graduates of an associate degree or apprenticeship program) should be able to perform this competency for career success.

Recommended (R) Competency:

R = Competency should be included but is not essential for minimal level of employability or is related only to a subspecialty within a pathway.

Determined by Educator (EDU) Review Panel

Grade Level:

- 12 = by the end of grade 12
- AD = by the end of the associate degree program

Depth:

- I = Introduce competency
- R = Reinforce, or add depth after introducing a competency, **OR** after proficiency
- P = Proficient or achievement of the competency; ability to apply knowledge of and/or perform the competency

Determined by Academic Alignment Panel

Correlated English Language Arts Academic Content Benchmarks

Benchmarks drawn from the *Ohio Academic Content Standards for English Language Arts* that have been determined to be embedded in corresponding technical competency

Correlated Mathematics Academic Content Benchmarks

Benchmarks drawn from the *Ohio Academic Content Standards for Mathematics* that have been determined to be embedded in the corresponding technical competency

Correlated Science Academic Content Benchmarks

Benchmarks drawn from the *Ohio Academic Content Standards for Science* that have been determined to be embedded in the corresponding technical competency

Correlated Social Studies Academic Content Benchmarks

Benchmarks drawn from the *Ohio Academic Content Standards for Social Studies* that have been determined to be embedded in the corresponding technical competency

Sample Competency

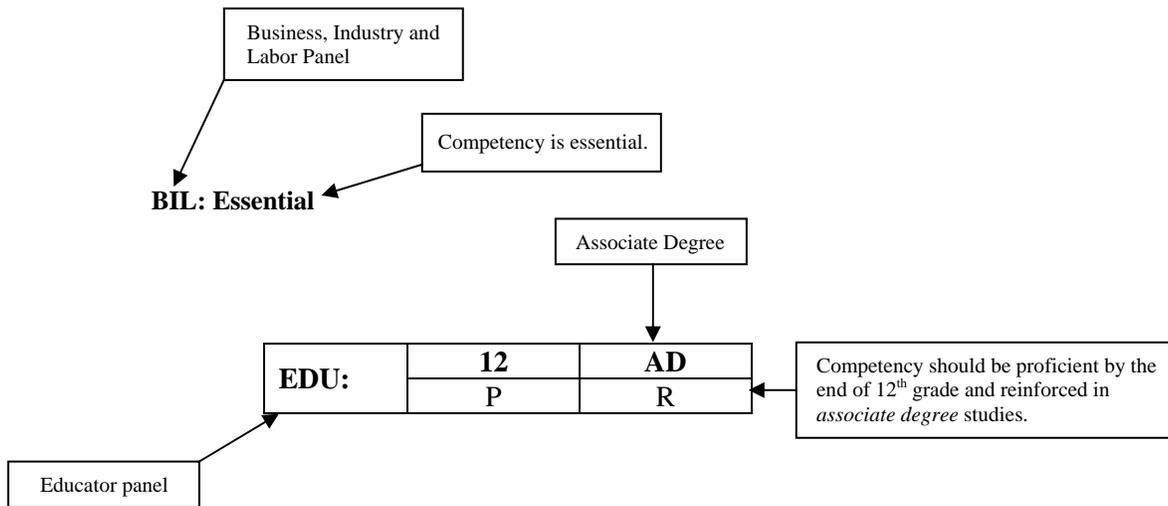
Unit 3: Communications

Industry-Driven Authentic Assessment: SkillsUSA (in appendix)

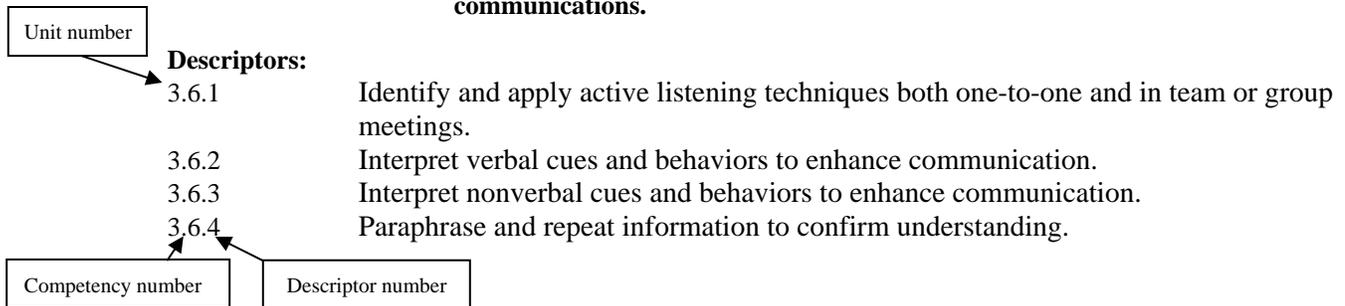
Prepared Speech-Evaluates each student’s ability to prepare and present clearly and effectively a series of thoughts relating to a central theme.

Extemporaneous Speaking-Evaluates each student’s ability to give a speech on an assigned topic with a minimum of advanced notice.

Job Interview-Evaluates each student’s written, verbal and non-verbal skills in employment procedures when applying for a position.

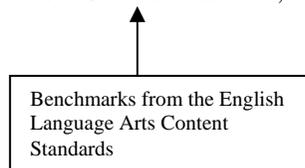


Competency 3.6: Apply active listening skills to obtain and clarify information provided in oral communications.



Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)



Human Services Pathway Definitions

Family and Community Services

Individuals interested in family and community services careers will apply their skills and knowledge to serve individuals, families and communities who have a wide variety of needs. Some of these needs include, but are not limited to assistance with reducing poverty; unemployment; substance abuse; child abuse; chronic illness; domestic violence; homelessness; aging; and physical, emotional and cognitive disabilities.

Sample careers include, but are not limited to:

Case manager;
Alcohol, drug, employment or halfway house counselor;
Crisis intervention assistant;
Probation officer;
Child abuse worker;
Juvenile court liaison;
Rehabilitation caseworker;
Direct-care residential counselor;
Mental health worker;
Older adult community services worker; and
Life skills instructor.

Personal Care Services

Individuals interested in personal care services careers will apply their skills and knowledge to enhance individuals' personal and professional images through physical and personal appearance services. Services will include, but are not limited to, hair design and styling, skin care and nail care.

Sample careers include, but are not limited to:

Hair designer and/or stylist;
Barber;
Platform artist;
Performing arts makeup artist;
Salon owner/manager;
Color technician;
Wholesaler;
Retailer; and
Instructor.

Human Services Competency Chart

At the end of the secondary program (12) and associate degree (AD), each competency is coded:
I = Introductory; P = Proficient; R = Reinforce. In addition, the business, industry and labor partnership (BIL) validated each competency: BIL: E = Essential; R = Required

Competency	12	AD	BIL
Human Services Core Body of Knowledge			
Unit 1: Career Exploration, Development and Employability Traits			
1.1 Explore careers in human services.	P	R	E
1.2 Demonstrate the ability to seek and apply for employment.	P	R	E
1.3 Demonstrate positive work behaviors and personal qualities.	P	R	E
1.4 Demonstrate sensitivity to cultural and generational values.	P	R	E
1.5 Employ critical thinking and problem solving skills independently or in teams to formulate solutions to problems.	P	R	E
1.6 Demonstrate the ability to lead or work on a team.	P	R	E
1.7 Examine entrepreneurship.	I	P	E
Unit 2: Business Processes			
2.1 Analyze human services organizations.	I	P	E
2.2 Explain the impact of economic, social and technological changes on a human services organization.	I	P	E
2.3 Explain how planning and budgeting are used to accomplish organizational goals and objectives.	I	P	E
2.4 Maintain material control and product inventories necessary to meet customer and business requirements.	I	P	E
2.5 Demonstrate internal and external customer service techniques.	I	P	E
2.6 Design a business plan.	I	P	E
2.7 Explain basic procedures in the accounting cycle.	I	P	E
2.8 Explain the measures human services organizations use to manage and improve performance.	I	P	E
2.9 Evaluate marketing techniques.	I	P	E
2.10 Demonstrate effective use of technology.	P	R	E
Unit 3: Communications			
3.1 Utilize reading strategies to interpret data, information and analysis.	P	R	E
3.2 Locate, organize and reference written human services information from various sources.	P	R	E
3.3 Write and utilize coherent and focused technical communications that support a defined perspective for human services.	P	R	E
3.4 Deliver formal and informal presentations that demonstrate organization and delivery skill.	P	R	E
3.5 Listen and speak effectively to contribute to group discussions and meetings.	P	R	E

Competency		12	AD	BIL
3.6	Apply active listening skills to obtain and clarify information provided in oral communications.	P	R	E
3.7	Utilize written documents to direct human services operations.	I	P	E
3.8	Interact with customers and vendors in a professional manner.	P	R	E
Unit 4: Legal and Ethical Responsibilities				
4.1	Differentiate legal and ethical issues.	P	R	E
4.2	Comply with organizational policies, laws, regulations and contract provisions.	I	P	E
4.3	Complete work-related duties within an ethical framework.	P	R	E
4.4	Assess the implications of ethical and unethical behavior.	P	R	E
4.5	Explain employee and employer liability.	I	P	E
Unit 5: Health and Safety				
5.1	Maintain general safety in accordance with government regulations, health standards, company policies and practices.	P	R	E
5.2	Evaluate the human and ergonomic factors associated with human services.	P	R	E
5.3	Identify state, federal and local worker safety, health and environmental regulations.	I	P	E
5.4	Demonstrate practices that contribute to a healthy workplace environment.	P	R	E
5.5	Complete and apply operations and safety training on pertinent equipment.	P	R	E
5.6	Identify workplace hazards and the practices that contribute to a healthy environment.	P	R	E
5.7	Explain emergency response plans.	P	R	E
FAMILY AND COMMUNITY SERVICES PATHWAY				
Unit 6: Client Empowerment				
6.1	Employ problem solving strategies that assist clients to make informed decisions, follow through with responsibilities and take risks.	I	P	E
6.2	Consult with clients and involve them in the process of individualizing their support services.	I	P	E
6.3	Prescribe strategies to help clients become self-advocates.	I	P	E
6.4	Facilitate access to resources that clients can use for self-advocacy.	I	P	E
Unit 7: Client Interaction				
7.1	Utilize communication skills to build rapport and channels of communication.	P	R	E
7.2	Employ communication modes that are appropriate to the needs of clients.	P	R	E
Unit 8: Assessment				
8.1	Initiate and/or assist in the assessment process by gathering information and by informing clients about what to expect throughout the assessment process.	I	P	E
8.2	Conduct or arrange for assessments to determine client needs, preferences and capabilities.	I	P	E
8.3	Discuss findings and recommendations with a client in a clear and understandable manner.	I	P	E

Competency	12	AD	BIL
Unit 9: Community and Service Networking			
9.1 Assist clients in identifying needed community supports.	I	P	E
9.2 Research, develop and maintain information on community and other resources relevant to the needs of clients.	P	R	E
9.3 Ensure client access to resources across agencies.	I	P	E
9.4 Participate in outreach activities.	P	R	E
Unit 10: Individualized Service Plan Process			
10.1 Assist or facilitate the development of an individual plan, based on a client's preferences, needs and interests.	I	P	E
10.2 Assist or facilitate the implementation of an individualized plan to achieve specific outcomes.	I	P	E
10.3 Review individual client outcomes.	I	P	E
Unit 11: Community Living Skills and Supports			
11.1 Assist clients in meeting their physical needs (e.g., health, grooming, eating) and their personal management needs (e.g., human development, sexuality).	I	P	E
11.2 Assist clients with independent living skills.	I	P	E
11.3 Assist clients with identifying, securing and using needed equipment (e.g., adaptive equipment) and therapies (e.g., physical, occupational and communication).	I	P	E
11.4 Assist clients in recruiting, training and terminating service providers, as needed.	I	P	E
Unit 12: Education, Training and Self-Development			
12.1 Complete required training, education, certification and professional development to keep abreast of relevant resources and current information.	I	P	E
12.2 Educate clients, co-workers and community members about issues.	P	R	E
Unit 13: Advocacy			
13.1 Collaborate with clients in identifying advocacy issues.	I	P	E
13.2 Explain laws, services and community resources in order to educate clients about and assist them with securing needed services.	I	P	E
13.3 Facilitate, assist and/or represent clients when barriers to services exist.	I	P	R
13.4 Educate and collaborate with members and organizations to reduce associated stigma (e.g., employer, landlord, civic organization).	I	P	E
Unit 14: Vocational, Educational and Career Support			
14.1 Explore clients' career interests and aptitudes, assist in preparing them for job or school entry, and review opportunities for continued career growth.	I	P	R
14.2 Assist clients in identifying job and/or training opportunities and in marketing their capabilities.	I	P	R
14.3 Collaborate with employers and/or school personnel to assist clients in adapting to the environment and to support job retention.	I	P	R

Unit 15: Crisis Intervention				
15.1	Identify the crisis and its precipitating factors, defuse the situation, evaluate and determine intervention strategy and contact necessary supports.	I	P	E
15.2	Monitor crisis situations, discuss the incidents with authorized staff and clients, and adjust supports and the environment.	I	P	E
Unit 16: Organizational Participation				
16.1	Contribute to program evaluations and help set organizational priorities to ensure quality.	I	P	E
16.2	Demonstrate sensitivity to cultural, religious, racial, disability, class and gender issues in daily practices and interactions.	P	R	E
16.3	Provide and accept co-worker support, participate in supportive supervision and performance evaluations, and contribute to the screening of potential employees.	I	P	R
16.4	Provide input into budget priorities identifying ways to promote services in a more cost effective manner.	I	P	R
Unit 17: Documentation				
17.1	Maintain accurate records; collect, compile and evaluate data; and submit records in a timely fashion.	P	R	E
17.2	Remain current with appropriate documentation systems, set priorities and develop a system to manage documentation.	P	R	E
Unit 18: Legal and Ethical Aspects				
18.1	Maintain standards of confidentiality and ethical practice.	P	R	E
18.2	Maintain collaborative professional relationships with clients and support team members.	P	R	E
PERSONAL CARE SERVICES PATHWAY				
Unit 19: Anatomy and Physiology				
19.1	Differentiate the various systems of the human body.	P	R	E
19.2	Examine the skin and glands and their disorders.	P	R	E
19.3	Examine hair and scalp, and their disorders.	P	R	E
Unit 20: Health, Sanitation and Safety Standards				
20.1	Analyze the impact of hygiene and bacteriology on personal care services.	P	R	E
20.2	Demonstrate safe professional practices.	P	R	E
20.3	Perform dispensary operations in accordance with state and local regulations.	P	R	E
Unit 21: Hair and Skin Services				
21.1	Analyze shampoo, rinse and conditioning services.	P	R	E
21.2	Perform hair analysis and cutting services.	P	R	E
21.3	Perform basic hair styling services.	P	R	E
21.4	Analyze chemical waving and hair relaxing procedures.	P	R	E
21.5	Demonstrate chemical waving and hair relaxing procedures.	P	R	E
21.6	Analyze hair coloring and lightening procedures.	P	R	E
21.7	Demonstrate hair coloring and lightening procedures.	P	R	E
21.8	Analyze artificial hair needs and services.	P	R	E

Unit 22: Nail and Facial Services			
22.1 Examine nails, their disorders and diseases.	P	R	E
22.2 Perform facial services.	P	R	E
22.3 Assess facial makeup services.	P	R	E
22.4 Analyze electricity and light therapy.	P	R	E
22.5 Analyze arm, hand and foot massage services.	P	R	E
Unit 23: Barbering			
23.1 Explain the fundamentals of barbering.	I	P	E
23.2 Analyze the principles of shaving.	I	P	E

Human Services Units

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**HUMAN SERVICES
CORE BODY OF KNOWLEDGE**

UNITS 1-5

Human Services Core Body of Knowledge

Unit 1: Career Exploration, Development and Employability Traits

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.1: Explore careers in human services.

Descriptors:

- 1.1.1 Identify current and future career options for a person interested in human services.
- 1.1.2 Describe the current trends, issues and scope of the various careers in human services.
- 1.1.3 Experience specific personal human services interests (e.g., shadowing, professional readings, community service, internship).
- 1.1.4 Analyze the interrelationships among human services agencies.
- 1.1.5 Identify the education and licensure/certification needed for a career in human services.
- 1.1.6 Identify the personal compensation and opportunities involved with human services employment.
- 1.1.7 Describe the ways of gaining entry and access to the human services career tracks.
- 1.1.8 Explore professional development and career advancement opportunities.
- 1.1.9 Examine personal motivation for seeking a career in human services.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.* (Geography A, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.2: Demonstrate the ability to seek and apply for employment.

Descriptors:

- 1.2.1 Identify personal goals and objectives in concert with human services.
- 1.2.2 Research employers and the applicability of personal skill sets.
- 1.2.3 Explain the impact an individual’s past and present behavior can have on a career in human services.
- 1.2.4 Maintain a résumé, a list of references and a portfolio.
- 1.2.5 Prepare and interview for employment.
- 1.2.6 Demonstrate the ability to evaluate and compare employment opportunities.

Correlated English Language Arts Academic Content Benchmarks

- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies. (Writing Applications C, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*
- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)*

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.3: Demonstrate positive work behaviors and personal qualities.

Descriptors:

- 1.3.1 Conform to agency and departmental policies (e.g., attendance, punctuality, time management).
- 1.3.2 Demonstrate professionalism, self-discipline, positive attitude and integrity.
- 1.3.3 Demonstrate flexibility and willingness to learn.
- 1.3.4 Exhibit a commitment to the organization.
- 1.3.5 Explain how individuals impact the public perception of an organization.

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.4: Demonstrate sensitivity to cultural and generational values.

Descriptors:

- 1.4.1 Compare and contrast values and beliefs from a variety of cultures.
- 1.4.2 Differentiate attitudes, values and beliefs from various generations.
- 1.4.3 Demonstrate sensitivity to individuals with disabilities.
- 1.4.4 Explore personal values, beliefs and possible biases, and describe how these can possibly lead to conflict.
- 1.4.5 Demonstrate sensitivity to other cultures.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.5: Employ critical thinking and problem solving skills independently or in teams to formulate solutions to problems.

Descriptors:

- 1.5.1 Describe problem-solving methods used in human services organizations.
- 1.5.2 Combine critical thinking (e.g., analysis, synthesis, evaluation) and team building skills to solve problems.
- 1.5.3 State personal positions clearly and respect differing positions.
- 1.5.4 Identify the challenges associated with substance abuse and with mental and physical disabilities.

- 1.5.5 Engage in consensus group decisions within bounds of ethical, safety and legal concerns, even when different from a personal preference.
- 1.5.6 Exhibit flexibility in response to unexpected events and conditions.
- 1.5.7 Address conflict between available resources, requirements of a service and time lines.
- 1.5.8 Analyze the solutions and unintended consequences of problem solving methods.

Correlated English Language Arts Academic Content Benchmarks

- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations, and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.6: Demonstrate the ability to lead or work on a team.

Descriptors:

- 1.6.1 Recognize the importance of teamwork and its impact on business.
- 1.6.2 Explain the roles and responsibilities of the individual as part of a team.
- 1.6.3 Describe the interpersonal skills that contribute to leadership and teamwork (e.g., empathy, listening, respect, unconditional positive regard).
- 1.6.4 Discuss the importance of relating to the culture and climate of an organization.
- 1.6.5 Assist associates to develop their careers within human services.
- 1.6.6 Facilitate the inclusion of new employees into the informal organization.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 1.7: Examine entrepreneurship.

Descriptors:

- 1.7.1 Explain how an entrepreneurial mindset can benefit an organization.
- 1.7.2 Compare an individual's personal interests and characteristics with those needed by an entrepreneur.
- 1.7.3 Examine the abilities and aptitudes needed to become a successful entrepreneur.
- 1.7.4 Determine motives for becoming an entrepreneur.
- 1.7.5 Compare business ownership to working for others.
- 1.7.6 Explain the risks and rewards of business ownership.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 2: Business Processes
(Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	I	P

Competency 2.1: Analyze human services organizations.

Descriptors:

- 2.1.1 Identify types of organizations and their respective functions.
- 2.1.2 Describe and explain the missions and goals of various organizations.
- 2.1.3 Use organizational charts to analyze the hierarchy and workplace operations.
- 2.1.4 Prepare a diagram, chart and/or model that illustrates the workflow through a human services organization.
- 2.1.5 Describe the critical customers, suppliers and stakeholders of the organization.
- 2.1.6 Explain the major competitive challenges faced by the organization.
- 2.1.7 Explain how the various human services organizations work together to generate services.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 2.3: Explain how planning and budgeting are used to accomplish organizational goals and objectives.

Descriptors:

- 2.3.1 Explain the impact of long-term goals and planning on an organization or its performance.
- 2.3.2 Explain how work plans and budgets are used to allocate people and resources.
- 2.3.3 Identify and explain reports used to track performance and resources.
- 2.3.4 Identify needed improvements and modifications, and describe how they will be implemented.
- 2.3.5 Identify and describe the most critical performance problems that human services organizations typically face.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 2.4: Maintain material control and product inventories necessary to meet customer and business requirements.

Descriptors:

- 2.4.1 Compare and contrast carrying an inventory to the just-in-time (JIT) inventory system.
- 2.4.2 Describe procedures to access inventory.
- 2.4.3 Calculate inventory needs and describe ordering strategies.
- 2.4.4 Utilize technology to manage inventory.

BIL: Essential

EDU:	12	AD
	I	P

Competency 2.8: Explain the measures human services organizations use to manage and improve performance.

Descriptors:

- 2.8.1 Define and explain the measures for financial performance (e.g. profitability, cost reduction, asset utilization).
- 2.8.2 Define and explain the measures for market performance (e.g., customer, sales/service growth).
- 2.8.3 Define and explain the measures for service and internal operations performance (e.g., customer satisfaction, service quality, cycle time).
- 2.8.4 Define and explain the measures for organizational compliance and for health, safety and environmental performance (e.g., audit findings, emissions, lost time accidents).
- 2.8.5 Benchmark performance against competitors and the general industry.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economic D, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 2.9: Evaluate marketing techniques.

Descriptors:

- 2.9.1 Differentiate among marketing, promotions and publicity.
- 2.9.2 Describe and develop the components of an effective marketing plan.
- 2.9.3 Describe and develop the components of an effective promotions plan.
- 2.9.4 Develop and maintain contacts with other professionals and agents.
- 2.9.5 Identify and develop strategies for self promotion and image enhancement.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 2.10: Demonstrate effective use of technology.

Descriptors:

- 2.10.1 Operate office technology (e.g., email, FAX, phones).
- 2.10.2 Create documents using a computer (e.g. text document, spreadsheet, database).
- 2.10.3 Access and conduct research on the Internet.
- 2.10.4 Access client and product information from electronic sources.
- 2.10.5 Create documents using graphics and publishing software.
- 2.10.6 Perform calculations and analysis on data.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text. (Reading Process A, 8-10; Reading Process A, 11-12)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability. (Data Analysis and Probability B, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

Unit 3: Communications
 (Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	P	R

Competency 3.1: Utilize reading strategies to interpret data, information and analysis.

Descriptors:

- 3.1.1 Skim, read for detail, and read for meaning and critical analysis, etc., to determine purpose of text.
- 3.1.2 Describe content, technical concepts and vocabulary to analyze information and follow directions.
- 3.1.3 Interpret, transcribe and communicate information, data and observations to apply information learned from reading to actual practice.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 3.2: Locate, organize and reference written human services information from various sources.

Descriptors:

- 3.2.1 Locate written information to communicate with co-workers and clients.
- 3.2.2 Organize information to use in written and oral communications.
- 3.2.3 Document the source and proper reference for written information.

BIL: Essential

EDU:	12	AD
	P	R

Competency 3.6: Apply active listening skills to obtain and clarify information provided in oral communications.

Descriptors:

- 3.6.1 Identify and apply active listening techniques both one-to-one and in team or group meetings.
- 3.6.2 Interpret verbal cues and behaviors to enhance communication.
- 3.6.3 Interpret nonverbal cues and behaviors to enhance communication.
- 3.6.4 Paraphrase and repeat information to confirm understanding.
- 3.6.5 Record and summarize information in written notes.
- 3.6.6 Ask questions to seek or confirm understanding.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 3.7: Utilize written documents to direct human services operations.

Descriptors:

- 3.7.1 Identify types of reports (e.g., quality assurance, shift turnover, schedules, preventive maintenance).
- 3.7.2 Generate work orders, including change order requests.
- 3.7.3 Calculate job cost and prepare billing documents.
- 3.7.4 Complete reports in accordance with established standards.
- 3.7.5 Identify the components of contract documents.
- 3.7.6 File reports with the appropriate personnel.
- 3.7.7 Disseminate written information from various sources to co-workers and clients.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 3.8: Interact with customers and vendors in a professional manner.

Descriptors:

- 3.8.1 Recognize the importance of all customers to a business.
- 3.8.2 Describe the relationship between meeting customer needs and profitability.
- 3.8.3 Demonstrate professional etiquette (e.g., phone, e-mail, person-to-person) when dealing with customers, vendors and the general public.
- 3.8.4 Follow through on commitments made to customers and vendors in a timely manner.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the influence of different cultural perspectives on the actions of groups.* (People in Societies A, 9-10)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 4: Legal and Ethical Responsibilities

BIL: Essential

EDU:	12	AD
	P	R

Competency 4.1: Differentiate legal and ethical issues.

Descriptors:

- 4.1.1 Define “legal” and “ethical” issues.
- 4.1.2 Apply legal and ethical protocols to human services.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Use historical interpretations to explain current issues.* (History B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 4.2: Comply with organizational policies, laws, regulations and contract provisions.

Descriptors:

- 4.2.1 Identify governmental laws, regulations and codes pertinent to a specific agency.
- 4.2.2 Comply with state, local and federal acts and other pertinent legislation (e.g., substance abuse, harassment, discrimination, labor laws).
- 4.2.3 Comply with state, local and federal legislation and regulatory agencies’ directives relating to labor practices.
- 4.2.4 Describe the interrelationships among state, local and national codes.
- 4.2.5 Compare and contrast the roles of various regulatory agencies (e.g. content of laws, regulation of jurisdictions).
- 4.2.6 Identify personal and organizational ramifications for failure to comply with government laws and regulations.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

- 4.4.4 Describe issues relating to potential conflicts of interest between personal and organizational ethics.
- 4.4.5 Identify strategies for responding to the unethical actions of individuals and organizations.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 4.5: Explain employee and employer liability.

Descriptors:

- 4.5.1 Define liability and negligence.
- 4.5.2 Discuss ways to minimize liability risks.
- 4.5.3 Discuss the concept of transferring risk.
- 4.5.4 Describe “multi-employer” responsibility.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Unit 5: Health and Safety
(Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.1: Maintain general safety in accordance with government regulations, health standards, company policies and practices.

Descriptors:

- 5.1.1 Maintain and wear personal protective equipment (PPE), as appropriate.
- 5.1.2 Check and correct potential hazards (e.g. hair, jewelry, clothing).
- 5.1.3 Follow established procedures when using safety apparatus and equipment, including fall protection.
- 5.1.4 Check power sources for potential hazards and confirm proper grounding.
- 5.1.5 Shut down power equipment in dangerous situations using disconnect switches and established lock-out/tag-out (LO/TO) procedures.
- 5.1.6 Identify the locations of emergency flush showers, eye wash fountains, fire alarms and exits.
- 5.1.7 Maintain work areas in accordance with standards for cleanliness and safety.
- 5.1.8 Describe how to operate fire extinguishers, and identify classes of fires.

Correlated English Language Arts Academic Content Benchmark

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.2: Evaluate the human and ergonomic factors associated with human services.

Descriptors:

- 5.2.1 Identify and describe the appropriate ergonomic factors and equipment of the workplace.
- 5.2.2 Identify the body mechanics and repetitive motions associated with the work.
- 5.2.3 Demonstrate appropriate body mechanics in lifting and moving heavy objects.
- 5.2.4 Describe the ergonomic importance of properly operating various types of tools and equipment.
- 5.2.5 Wear personal protective devices in accordance with the ergonomic process.

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.4: Demonstrate practices that contribute to a healthy workplace environment.

Descriptors:

- 5.4.1 Identify unsafe operations.
- 5.4.2 Participate in safety training meetings with relevant topics.
- 5.4.3 Participate in accident or incident investigations.
- 5.4.4 Identify and correct unsafe actions of co-workers.
- 5.4.5 Examine access and egress procedures.
- 5.4.6 Identify the resources for first aid and Cardiopulmonary Resuscitation (CPR) training and certification.
- 5.4.7 Explain basic sanitation, health and hygiene principles.
- 5.4.8 Describe organizational strategies to eliminate substance abuse in the work environment.
- 5.4.9 Describe the risks of substance abuse in the work environment.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.5: Complete and apply operations and safety training on pertinent equipment.

Descriptors:

- 5.5.1 Complete orientation to pertinent equipment before operating.
- 5.5.2 Utilize the correct tools to do the job.
- 5.5.3 Participate in an ongoing evaluation to assure that equipment is being operated safely.
- 5.5.4 Fulfill safety and health requirements for maintenance.
- 5.5.5 Monitor and operate equipment in compliance with both company and government regulations.

**HUMAN SERVICES
FAMILY AND COMMUNITY
SERVICES PATHWAY**

UNITS 6-18

Family and Community Services Pathway

Unit 6: Client Empowerment

BIL: Essential

EDU:	12	AD
	I	P

Competency 6.1: Employ problem solving-strategies that assist clients to make informed decisions, follow through on responsibilities and take risks.

Descriptors:

- 6.1.1 Assist clients in identifying alternatives when faced with the need to make a decision.
- 6.1.2 Assist clients in identifying the potential outcomes of alternatives.
- 6.1.3 Cite barriers that limit choices, and describe ways to overcome those barriers.
- 6.1.4 Describe specific examples in which professional ethics and responsibilities are potentially in conflict with clients' choices or preferences.
- 6.1.5 Assist clients in identifying personal, civic and interpersonal responsibilities, and in developing strategies to meet them.

Correlated Social Studies Academic Content Benchmarks

- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 6.2: Consult with clients and involve them in the process of individualizing their support services.

Descriptors:

- 6.2.1 Describe a typical goal planning process, and provide techniques that enhance clients' participation.
- 6.2.2 Assist clients to make informed choices about formal and informal supports.
- 6.2.3 Encourage clients to explore a range of options and to think about their ambitions, aspirations and hopes for the future.
- 6.2.4 Describe ways to facilitate client involvement, expression and participation in goal planning meetings.

BIL: Essential

EDU:	12	AD
	I	P

Competency 6.4: Facilitate access to resources that clients can use for self-advocacy.

Descriptors:

- 6.4.1 Collaborate with clients in seeking information on human, legal, civil rights and other relevant resources.
- 6.4.2 Describe relevant legal and civil rights provisions that affect clients.
- 6.4.3 Assist, encourage and support clients to become involved in civic activities of their choice, and make arrangements as needed to enable their participation.
- 6.4.4 Assist clients in gathering and exploring information and options that can help them make decisions about their lives.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 7: Client Interaction

BIL: Essential

EDU:	12	AD
	P	R

Competency 7.1: Utilize communication skills to build rapport and channels of communication.

Descriptors:

- 7.1.1 Recognize and adapt to the range of client communication styles.
- 7.1.2 Use active listening skills that are sensitive to cultural and individual communication differences.
- 7.1.3 Give feedback promptly and with sensitivity to a person’s cultural background and personal experiences.
- 7.1.4 Manage conflict using appropriate conflict resolution skills.
- 7.1.5 Show respect for others through consistent use of “people first” language.
- 7.1.6 Facilitate clients’ communication and empowerment by supporting and engaging in effective communication.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 7.2: Employ communication modes that are appropriate to the needs of clients.

Descriptors:

- 7.2.1 Recognize a client’s dominant communication modes by interacting with the client, interviewing others who know the person well and/or arranging for formal assessments.
- 7.2.2 Use alternative communications (e.g., sign language) or other languages, gain access to interpreters, or employ technical devices (e.g., technical communication device for the deaf [TDD], computers).

- 7.2.3 Use terminology appropriately, explaining as necessary to ensure client understanding.
- 7.2.4 Use terminology accurately and sensitively with clients, their families and their social networks.
- 7.2.5 Use terminology appropriately and accurately in work environments (e.g., team meetings, case conferences, written correspondence, supervisory meetings).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 8: Assessment

BIL: Essential

EDU:	12	AD
	I	P

Competency 8.1: Initiate and/or assist in the assessment process by gathering information and by informing clients about what to expect throughout the assessment process.

Descriptors:

- 8.1.1 Identify the sources of client information (e.g., self-assessment and history, prior records, test results, evaluation results).
- 8.1.2 Explain the assessment process to clients in a manner that is clear and understandable.
- 8.1.3 Identify assessments that are relevant to the client’s goals, interests and preferences and that are consistent with relevant professional practice.
- 8.1.4 Respect the balance between an assessment of needs and the importance of identifying and supporting the client’s capabilities and strengths.
- 8.1.5 Recognize ethical conflicts related to assessment practices (e.g., labeling, confidentiality).
- 8.1.6 Obtain background information, prior records and evaluation results as needed with the client’s informed consent, while maintaining confidentiality.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 8.2: Conduct or arrange for assessments to determine client needs, preferences and capabilities.

Descriptors:

- 8.2.1 Gather assessment information in an accurate, objective and unobtrusive manner.
- 8.2.2 Recognize personal limitations regarding assessment and seek additional assessment information and resources.

- 8.2.3 Gather information about a client’s capabilities, behaviors and skills in a number of environments, and synthesize the information into an individualized action plan.
- 8.2.4 Consult with the client and with individuals designated by the client, including support team members, to review and modify the assessment process.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 8.3: Discuss findings and recommendations with a client in a clear and understandable manner.

Descriptors:

- 8.3.1 Assist a client in using assessment findings to develop strategies for obtaining needed resources and supports.
- 8.3.2 Assist a client who disagrees with the results of the assessment to advocate for his/her position.
- 8.3.3 Determine the validity of the assessment based on one’s knowledge of the client and the client’s environment, and report to the client and to his/her support teams.
- 8.3.4 Follow-up on results and reevaluate the findings as necessary.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 9: Community and Service Networking
 (Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	I	P

Competency 9.1: Assist clients in identifying needed community supports.

Descriptors:

- 9.1.1 Use formal sessions and informal meetings (e.g., at home, during leisure activities) with clients to learn about their needs, preferences, strengths and potential supports.
- 9.1.2 Gather information about needed support by collaborating with a client’s family and/or friends.
- 9.1.3 Incorporate relevant background information (social, history, other records, assessments) to facilitate an understanding of one’s clients.
- 9.1.4 Assist clients in making linkages and provide support to enhance their use of informal supports in their communities and neighborhoods.
- 9.1.5 Participate in community and neighborhood events, organizations and associations, and describe community and neighborhood resources.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 9.2: Research, develop and maintain information on community and other resources relevant to the needs of clients.

Descriptors:

- 9.2.1 Secure current information about community resources (e.g., transportation, recreation, social organizations).
- 9.2.2 Maintain a current database of relevant community resources.
- 9.2.3 Provide relevant information to clients.

Unit 10: Individualized Service Plan Process

BIL: Essential

EDU:	12	AD
	I	P

Competency 10.1: Assist or facilitate the development of an individual plan, based on a client's preferences, needs and interests.

Descriptors:

- 10.1.1 Establish a positive relationship with clients in order to develop goals.
- 10.1.2 Represent the views of clients regarding their preferences, needs and interests during the planning period.
- 10.1.3 Assist in the development of an individual client's goals, including measurable outcomes, based on his/her needs, preferences and interests.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 10.2: Assist or facilitate the implementation of an individualized plan to achieve specific outcomes.

Descriptors:

- 10.2.1 Assist in assigning and/or implementing responsibilities for identified client outcomes.
- 10.2.2 Visit environments in which the client's plans will be implemented (e.g., work, home, school).
- 10.2.3 Support, assist or facilitate the achievement of individual client outcomes.
- 10.2.4 Refer client to appropriate resources (e.g., income support, housing assistance, health care, job training) when necessary.

Correlated Mathematics Academic Content Benchmark

- *Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability.* (Data Analysis and Probability A, 8-10)

Unit 11: Community Living Skills and Supports

BIL: Essential

EDU:	12	AD
	I	P

Competency 11.1: Assist clients to meet their physical needs (e.g., health, grooming, eating) and their personal management needs (e.g., human development, sexuality).

Descriptors:

- 11.1.1 Demonstrate sensitivity to clients' preferences and abilities regarding physical and personal management needs.
- 11.1.2 Teach skills, provide support, and build on individual strengths and capabilities.
- 11.1.3 Provide physical and personal management support to clients while respecting the privacy, autonomy and dignity of each individual.
- 11.1.4 Provide physical and personal support to clients with a concern for safety.
- 11.1.5 Assist clients to meet nutritional needs by providing or arranging for training and support.
- 11.1.6 Assist clients to recognize and take appropriate action regarding the signs and symptoms of illness and the side effects of medications, drugs or alcohol.
- 11.1.7 Refer clients to appropriate health and human services professionals.

BIL: Essential

EDU:	12	AD
	I	P

Competency 11.2: Assist clients with developing independent living skills.

Descriptors:

- 11.2.1 Demonstrate respect for clients' personal and cultural preferences and abilities regarding household management and transportation needs.
- 11.2.2 Assist clients in obtaining and using needed transportation.
- 11.2.3 Assist clients in maintaining or establishing a household to carry out such tasks as cooking, cleaning, budgeting, laundry, shopping and yard work.
- 11.2.4 Recommend involvement in community activities, groups and organizations.

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 12: Education, Training and Self-Development

BIL: Essential

EDU:	12	AD
	I	P

Competency 12.1: Complete required training, education, certification and professional development to keep abreast of relevant resources and current information.

Descriptors:

- 12.1.1 Develop goals that address training, education and self-development.
- 12.1.2 Participate in career-related in-service training, degree programs and/or continuing education.
- 12.1.3 Develop methods to stay current with recent changes in the field.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 12.2: Educate clients, co-workers and community members about issues.

Descriptors:

- 12.2.1 Disseminate information to self-advocacy and family support groups.
- 12.2.2 Participate in community outreach education activities (e.g., presentations, job fairs, dissemination of materials, visits to community colleges).
- 12.2.3 Participate in formal training and informal information sharing with clients and family members.
- 12.2.4 Participate in in-service training activities, and informally share information with colleagues.

Correlated English Language Arts Academic Content Benchmarks

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.* (Communication: Oral and Visual E, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 13: Advocacy

BIL: Essential

EDU:	12	AD
	I	P

Competency 13.1: Collaborate with clients in identifying advocacy issues.

Descriptors:

- 13.1.1 Gather information, review and analyze all aspects of advocacy.
- 13.1.2 Communicate with clients and/or clients' family and friends to identify advocacy needs.
- 13.1.3 Contact advocacy organizations in the community in order to understand the range of advocacy services and advice offered.
- 13.1.4 Assist clients in identifying strategies for resolving issues.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 13.2: Explain laws, services and community resources in order to educate clients about and assist them with securing needed services.

Descriptors:

- 13.2.1 Research information regarding laws, community services and advocacy issues and resources.
- 13.2.2 Educate clients regarding their rights and service options.

Unit 14: Vocational, Educational and Career Support

BIL: Recommended

EDU:	12	AD
	I	P

Competency 14.1: Explore clients' career interests and aptitudes, assist in preparing them for job or school entry, and review opportunities for continued career growth.

Descriptors:

- 14.1.1 Assist clients to identify and clarify career interests, aspirations, ambitions and talents.
- 14.1.2 Refer clients for educational and/or vocational assessment.
- 14.1.3 Review assessment results with clients.
- 14.1.4 Prepare clients for educational or employment opportunities.

Correlated English Language Arts Academic Content Benchmark

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Recommended

EDU:	12	AD
	I	P

Competency 14.2: Assist clients in identifying job and/or training opportunities and in marketing their capabilities.

Descriptors:

- 14.2.1 Canvas the community to determine the nature of the job market, working with employers to improve their receptivity to hiring clients.
- 14.2.2 Assist clients in matching their skills with job opportunities and with the needs of employers in the community.
- 14.2.3 Collaborate with other employment and rehabilitation agencies in the community to maximize job opportunities for clients.

Correlated English Language Arts Academic Content Benchmark

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Design and perform a statistical experiment, simulation or study; collect and interpret data; and use descriptive statistics to communicate and support predictions and conclusions.* (Data Analysis and Probability C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Recommended

EDU:	12	AD
	I	P

Competency 14.3: Collaborate with employers and school personnel to assist clients in adapting to the environment and in supporting job retention.

Descriptors:

- 14.3.1 Collaborate with clients, employers and schools to identify environmental suitability and to facilitate successful job performance and retention.
- 14.3.2 Collaborate with employers, schools and clients to identify training resources that will enhance clients’ job performance and employability.
- 14.3.3 Investigate the requirements for jobs that clients are seeking in order to identify appropriate supports.
- 14.3.4 Assist the clients’ co-workers to understand ways they can support the clients in the workplace.

Correlated Social Studies Academic Content Benchmark

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 15: Crisis Intervention

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.1: Identify the crisis and its precipitating factors, defuse the situation, evaluate and determine intervention strategy, and contact necessary supports.

Descriptors:

- 15.1.1 Demonstrate crisis prevention by evaluating the interactions of the clients with others and with the environment, then plan and respond accordingly.
- 15.1.2 Intervene in the crisis situation by managing the physical and social environment to reduce conflict and promote the safety of clients, workers and others.
- 15.1.3 Seek outside assistance when the needs of the situation exceed personal abilities.
- 15.1.4 Examine the incident, interview those involved, explore the causes, recommend strategies to prevent recurrence, and resolve underlying conflicts.
- 15.1.5 Document and report the incident according to regulations.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 15.2: Monitor crisis situations, discuss the incidents with authorized staff and clients, and adjust supports and the environment.

Descriptors:

- 15.2.1 Review the crisis situation with authorized staff and the clients to determine the need for ongoing support and to develop strategies for avoiding such crisis in the future.
- 15.2.2 Conceptualize a plan to implement organizational or personnel changes to lower the risk of similar incidents.
- 15.2.3 Document and report the incident according to regulations.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 16: Organizational Participation

BIL: Essential

EDU:	12	AD
	I	P

Competency 16.1: Contribute to program evaluations and help set organizational priorities to ensure quality.

Descriptors:

- 16.1.1 Collaborate with other staff to review the organizational mission, develop organizational priorities and discuss quality indicators for client support.
- 16.1.2 Seek feedback from clients regarding performance.
- 16.1.3 Incorporate the results of program and client evaluations into changes in practice and approach.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 16.2: Demonstrate sensitivity to cultural, religious, racial, disability, class and gender issues in daily practices and interactions.

Descriptors:

- 16.2.1 Collaborate with other staff in the agency to develop practices sensitive to cultural, religious, racial, disability, class and gender issues.
- 16.2.2 Network with other organizations in the community that promote sensitivity to cultural, religious, racial, disability, class and gender issues.

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Recommended

EDU:	12	AD
	I	P

Competency 16.3: Provide and accept co-worker support, participate in supportive supervision and performance evaluations, and contribute to the screening of potential employees.

Descriptors:

- 16.3.1 Establish and maintain effective working relationships with all levels of personnel within the organization.
- 16.3.2 Participate in agency mentoring programs.
- 16.3.3 Participate in the hiring and peer review processes.
- 16.3.4 Collaborate with appropriate supervisors to develop professional goals.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Recommended

EDU:	12	AD
	I	P

Competency 16.4: Provide input into budget priorities, identifying ways to promote services in a more cost effective manner.

Descriptors:

- 16.4.1 Collaborate with other staff to review budget priorities and to make suggestions regarding beneficial methods of using resources.
- 16.4.2 Explain the organizational structure of the agency, and attend agency-related meetings as appropriate.
- 16.4.3 Acknowledge volunteer and in-kind contributions to clients.

Correlated Mathematics Academic Content Benchmark

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 17: Documentation

BIL: Essential

EDU:	12	AD
	P	R

Competency 17.1: Maintain accurate records; collect, compile and evaluate data; and submit records in a timely fashion.

Descriptors:

- 17.1.1 Record data neatly, coherently, accurately and objectively.
- 17.1.2 Use proper grammar, correct spelling and correct sentence structure.
- 17.1.3 Exercise proper judgment in balancing reporting requirements (e.g., agency policy, government and funding requirements) with privacy needs.
- 17.1.4 Use “people first” language in all written communication (e.g., “people with epilepsy” versus “epileptic”).

Correlated English Language Arts Academic Content Benchmarks

- *Edit to improve sentence fluency, grammar and usage.* (Writing Processes D, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 17.2: Remain current with appropriate documentation systems, set priorities and develop a system to manage documentation.

Descriptors:

- 17.2.1 Manage time so that documentation requirements are met.
- 17.2.2 Use computers and other tools to organize and retrieve information.
- 17.2.3 Balance the necessity of documentation with the importance of other activities, especially direct contact with clients.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis and Probability F, 8-10)*
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*

Unit 18: Legal and Ethical Aspects

BIL: Essential

EDU:	12	AD
	P	R

Competency 18.1: Maintain standards of confidentiality and ethical practice.

Descriptors:

- 18.1.1 Ensure that clients are aware of their rights to access personal records and to give or to refuse consent for release of information to others.
- 18.1.2 Exercise sound judgment in managing verbal and written information, so as to protect clients' confidentiality and to provide information only to others who have a legitimate need to know.
- 18.1.3 Inform clients about situations that would likely involve disclosure of private information prior to that disclosure (e.g. health and safety issues).
- 18.1.4 Inform clients about situations that warrant the release of confidential information without prior consent and the likely consequences of such disclosure.
- 18.1.5 Explain the legal requirement and personal liability of all written communication.
- 18.1.6 Ensure that clients are informed of their rights pertinent to the services to be provided.

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 18.2: Maintain collaborative professional relationships with clients and support team members.

Descriptors:

- 18.2.1 Maintain ethical standards of practice (e.g., confidentiality, informed consent) in formal as well as informal settings.
- 18.2.2 Cooperate with support team members, and respect their contributions to clients' well-being.
- 18.2.3 Recognize when a productive relationship with a client is jeopardized, and address the problem by seeking supervisory support and/or transferring services when necessary.

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

**HUMAN SERVICES
PERSONAL CARE SERVICES
PATHWAY**

UNITS 19-23

Personal Care Services Pathway

Unit 19: Anatomy and Physiology (Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	P	R

Competency 19.1: Differentiate the various systems of the human body.

Descriptors:

- 19.1.1 Describe the human body in relation to cells, tissues and organs.
- 19.1.2 Explain the composition of tissue, cells and organs and how they function.
- 19.1.3 Identify the various body systems and explain their functions (e.g., skeleton, muscle, nervous, circulatory, respiratory).
- 19.1.4 Describe the relationships of tissues, cells, organs and systems to each other.
- 19.1.5 Explain the major muscles, their actions and the nerves associated with them.
- 19.1.6 Describe the cranial and spinal portion of the nervous system.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Explain that cells are the basic unit of structure and function of living organisms, that once life originated all cells come from pre-existing cells, and that there are a variety of cell types.* (Life Sciences A, 9-10)
- *Explain the characteristics of life as indicated by cellular processes and describe the process of cell division and development.* (Life Sciences B, 9-10)
- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 19.2: Examine the skin and glands, and their disorders.

Descriptors:

- 19.2.1 Explain the structure and functions of the skin.
- 19.2.2 Identify diseases, irregularities and disorders of the skin and glands.

- 19.2.3 Explain the functions of endocrine glands and hormones.
- 19.2.4 Describe treatments for skin, glandular and hormonal disorders.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 19.3: Examine hair and scalp, and their disorders.

Descriptors:

- 19.3.1 Explain the composition and structure of the hair follicle.
- 19.3.2 Describe hair structure, shape, distribution and growth.
- 19.3.3 Complete a hair analysis and describe the qualities of hair.
- 19.3.4 Describe the various contagious and non-contagious disorders of the hair and scalp.
- 19.3.5 Explain corrective hair and scalp treatments.
- 19.3.6 Describe appropriate scalp manipulations and their respective functions.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

Unit 20: Health, Sanitation and Safety Standards
 (Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	P	R

Competency 20.1: Analyze the impact of hygiene and bacteriology on personal care services.

Descriptors:

- 20.1.1 Identify the different types and classifications of bacteria.
- 20.1.2 Explain bacteria growth and its relationship to diseases and infection.
- 20.1.3 Discuss sources of infection and their effects on clients' health.
- 20.1.4 Identify strategies to eliminate diseases and infections.
- 20.1.5 Prepare sanitizers and disinfectant solutions, following labels and manufacturers' specifications.
- 20.1.6 Maintain sanitation, decontamination and infection control for all procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 20.2: Demonstrate safe professional practices.

Descriptors:

- 20.2.1 Identify and comply with Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA) regulations.
- 20.2.2 Demonstrate emergency procedures (e.g., exit, injury, threat).
- 20.2.3 Dispose of refuse and biodegradable materials, according to manufacturers' directions and state and federal requirements.
- 20.2.4 Explain the need for appropriate working heights of chairs, stools, footrests, work areas and equipment.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions. (Number, Number Sense and Operations G, 8-10)*
- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision. (Measurement E, 8-10)*

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism. (Life Sciences A, 11-12)*

Unit 21: Hair and Skin Services
(Industry-Driven Authentic Assessment; See Appendix)

Correlated English Language Arts Academic Content Benchmarks

Note: Throughout Unit 21, students are expected to learn and use vocabulary specific to hair and skin services. Correlations to the English Language Arts **Acquisition of Vocabulary Standard** include the following benchmarks:

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 21.1: Analyze shampoo, rinse and conditioning services.

Descriptors:

- 21.1.1 Explain the function of shampoo, rinse and conditioning services.
- 21.1.2 Distinguish between the products used for each service.
- 21.1.3 Match the appropriate product to the respective hair and scalp conditions.
- 21.1.4 Perform shampoo, rinse and conditioning services.

BIL: Essential

EDU:	12	AD
	P	R

Competency 21.2: Perform hair analysis and cutting services.

Descriptors:

- 21.2.1 Identify and explain appropriate hair styles in relation to facial shapes, head and body forms.
- 21.2.2 Identify and explain the relationship of sectioning procedures to hair cutting.
- 21.2.3 Explain the theory relevant to angles and degrees.
- 21.2.4 Explain the function and use of various hair cutting instruments.
- 21.2.5 Describe necessary procedural adjustments to accommodate different types and textures of hair.

Correlated Mathematics Academic Content Benchmarks

- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)
- *Recognize and apply angle relationships in situations involving intersecting lines, perpendicular lines and parallel lines.* (Geometry and Spatial Sense C, 8-10)

Correlated Mathematics Academic Content Benchmark

- *Apply indirect measurement techniques, tools and formulas, as appropriate, to find perimeter, circumference and area of circles, triangles, quadrilaterals and composite shapes, and to find volume of prisms, cylinders, and pyramids. (Measurement C, 8-10)*

Correlated Science Academic Content Benchmark

- *Describe the identifiable physical properties of substances (e.g., color, hardness, conductivity, density, concentration and ductility). Explain how changes in these properties can occur without changing the chemical nature of the substance. (Physical Sciences C, 9-10)*

Unit 22: Nail and Facial Services
(Industry-Driven Authentic Assessment; See Appendix)

Correlated English Language Arts Academic Content Benchmarks

Note: Throughout Unit 22, students are expected to learn and use vocabulary specific to nail and facial services. Correlations to the English Language Arts **Acquisition of Vocabulary Standard** include the following benchmarks:

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 22.1: Examine nails, their disorders and diseases.

Descriptors:

- 22.1.1 Describe the structure and various shapes of the nail.
- 22.1.2 Explain the nail growth process.
- 22.1.3 Differentiate nail irregularities and diseases.
- 22.1.4 Identify nail mold and fungus, and describe their causes.
- 22.1.5 Explain treatments for disorders and diseases.
- 22.1.6 Describe advanced nail techniques (e.g., wrapping, sculptured, acrylic).
- 22.1.7 Demonstrate manicure and pedicure procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 22.2: Perform facial services.

Descriptors

- 22.2.1 Describe facial manipulations, massage and their respective benefits.
- 22.2.2 Explain special skin conditions and corrective treatments.
- 22.2.3 Describe the purposes and procedures for applying packs and masks.
- 22.2.4 Discuss the various machines available for facial treatments and their respective applications.
- 22.2.5 Explain methods of hair removal.

BIL: Essential

EDU:	12	AD
	P	R

Competency 22.3: Assess facial makeup services.

Descriptors

- 22.3.1 Analyze facial features and face shape.
- 22.3.2 Explain the principles of color harmony and corrective makeup for each facial shape.
- 22.3.3 Describe the procedures for eyebrow and lash applications.
- 22.3.4 Demonstrate facial makeup procedures.

BIL: Essential

EDU:	12	AD
	P	R

Competency 22.4: Analyze electricity and light therapy.

Descriptor:

- 22.4.1 Describe basic electrical theory.
- 22.4.2 Differentiate the different currents (e.g., galvanic, faradic, sinusoidal).
- 22.4.3 Match the correct electrode to the respective service.
- 22.4.4 Describe the functions of electrical equipment used in personal care services.
- 22.4.5 Describe visible and invisible light rays and how they are reproduced.
- 22.4.6 Explain how infrared and ultraviolet rays are used in personal care services.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmark

- *Demonstrate that waves (e.g., sound, seismic, water and light) have energy and waves can transfer energy when they interact with matter.* (Physical Sciences G, 9-10)

Unit 23: Barbering
(Industry-Driven Authentic Assessment; See Appendix)

Correlated English Language Arts Academic Content Benchmarks

Note: Throughout Unit 23, students are expected to learn and use vocabulary specific to barbering. Correlations to the English Language Arts **Acquisition of Vocabulary** standard include the following benchmarks:

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 23.1: Explain the fundamentals of barbering.

Descriptor:

- 23.1.1 Discuss the differences between barbering and cosmetology.
 23.1.2 Describe elementary chemistry relating to barbering decontamination.

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 23.2: Analyze the principles of shaving.

Descriptor:

- 23.2.1 Examine the hair texture, grain of beard and skin analysis.
 23.2.2 Describe the purpose and procedures for honing and stropping.
 23.2.3 Explain shaving procedures and cutting strokes.
 23.2.4 Describe mustache and beard design and trimming.
 23.2.5 Demonstrate shaving, mustache and beard services.

Correlated English Language Arts Academic Content Benchmark

- *Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.* (Communication: Oral and Visual E, 8-10)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

Appendix A

Industry-Driven Authentic Assessment Based on SkillsUSA

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Industry-driven, authentic assessments based on the career-technical student organization, SkillsUSA, are linked to various competencies. This linkage demonstrates the co-curricular nature of the career-technical student organization and provides an opportunity for authentic assessment of a student's knowledge and skills at the local, regional, state and national levels. Complete information on the assessments, including scoring rubrics, can be obtained at www.ohioskillsusa.org

Unit 2: Business Processes

Customer Service – Evaluates an individual's ability to apply concepts of communication, professionalism, ethics and the business process to the field of customer service.

Chapter Business Procedure – Evaluates a local chapter's ability to work as a team to conduct a meeting, using correct parliamentary procedure.

Chapter Display – Evaluates a local chapter's ability to work as a team to construct a promotional display.

Unit 3: Communications

Prepared Speech – Evaluates an individual's ability to apply concepts of English language arts to prepare and present, clearly and effectively, a series of thoughts relating to a central theme.

Extemporaneous Speaking – Evaluates an individual's ability to apply concepts of English language arts and communication to give a speech on an assigned topic with a minimum of advance notice.

Job Interview – Evaluates an individual's ability to apply concepts of English language arts in written, verbal and non-verbal form in employment procedures, as applied to an employment opportunity.

Unit 9: Community and Service Networking

American Spirit – Evaluates a local chapter's ability to work as a team in activities such as community service or citizenship projects.

Community Service – Evaluates a local chapter's ability to give leadership to a community service project and to work as a team to realize positive outcomes.

Unit 5: Safety, Health and Environmental

Occupational Health and Safety – Evaluates a team’s promotion of good health and safety habits in the workplace.

First Aid/CPR – Evaluates an individual’s ability to react positively in a simulated situation demanding first aid intervention, and to recognize excellence and professionalism in administering first aid and Cardiopulmonary Resuscitation (CPR).

Units 19-23: Personal Care Services

Job Skills Demonstration – Evaluates an individual’s ability to verbalize and apply concepts of mathematics, science and technology in order to explain and demonstrate an entry level skill used in the occupation area for which he or she is training.

Unit 21: Hair and Skin Services

Cosmetology – Evaluates an individual’s ability to apply mathematics, science and technology to create, duplicate and perform hair coloring, chemical waving, hair relaxing, and cut and style. Skills include, but are not limited to, women’s cut and design, men’s cut and design, hair coloring, curling and relaxing hair, and communication skills.

Unit 22: Nail and Facial Services

Nail Care – Evaluate an individual’s ability to apply concepts of science and technology to organize and ensure the cleanliness of working environments, to adhere to sanitation and safety procedures, and to use communication skills effectively. Skills include, but are not limited to, acrylic application, tip and wrap application, lacquer and polish application, flat nail art application, as well as professionalism and organizational skills.