

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Human Services I

Date: September 2010

Subject Area: Career Technical Education

Proposed Grade Level(s): 10th

Course Length: One Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: None

COURSE DESCRIPTION:

This is an introductory course into Human Service Careers. The course will be taught in partnership with industry experts from various Health and Human Services Agencies. The students will be introduced to the areas of personal & family safety issues such as careers in Human Services, fire safety, parasites, gang culture, bloodborne pathogens, drug abuse, and national and local crime statistics. The course also includes an introduction to first aid and CPR training program.

Through the Human Services sequence of courses, students will be offered opportunities to participate in various community service projects working with community members of all ages including special needs populations. Each unit of instruction and the associated student learning activities will include a multicultural perspective representative of the demographic makeup of Cordova High School.

Some of the activities for the course include preparing a safety presentation for elementary school children to help them not become a victim and participating in Cordova High School mock disaster drill as a victim. Field trips will also be arranged for students to visit industry experts in the various industry sectors.

GENERAL GOALS / PURPOSES:

By the end of the course, each student will be able to:

- Understand basic terms, legislative impact, social trends that affect the Human Services Industry Sector.
- Understand important safety, emergency, and disaster procedures to use for a variety of populations.
- Understand how to establish and promote good safety habits for all age groups.
- Identify technology and equipment used by safety personnel.
- Explain types, maintenance, and proper installation of smoke detectors in homes.
- Describe procedures for the prevention of common fires in the home.
- Develop personal home safety strategies.
- Explain the Roles and Responsibilities of First Responders in case of an emergency in the home.
- Identify the different systems in the human body and how to provide emergency care for each system.
- Properly demonstrate how to lift and move a patient.

STUDENT READING COMPONENT:

Students will be required to:

- Use the Internet to research Human Services career-related topics.
- Read articles related to Human Services Careers.
- Read the required text.
- Read and comprehend test questions and answers.

STUDENT WRITING COMPONENT:

Students will be required to:

- State their responses to questions in complete sentences related to Human Services pathway standards.
- Develop a personal health plan and set career goals for the five years.
- Complete a notebook that includes note taking from class lectures.
- Develop Power Point presentations on a variety of topics for group presentations.

STUDENT ORAL COMPONENT:

Students will be required to:

- Participate as a member of a group in emergency disaster situation.
- Respond to questions directed to them during class discussion.
- Participate in question/answer sessions with guest speakers.

DETAILED UNITS OF INSTRUCTION:

This is an introductory course into Human Services. The course will be taught in partnership with industry experts from national /& local family services agencies. The students will be introduced to the areas of personal & family safety issues, criminal statistics, and fire safety. The course also includes an introduction to first aid and CPR training.

Family Services Units

1) Gangland – A study of gang life through world cultures

- a. Student groups will research a variety of ethnic gangs and present research related to history, location, street language and impact on society.

2) Personal Safety

- a. Identify types of crimes, statistics, and how to prevent becoming a victim.
- b. Prepare a lesson to be presented to elementary school students, grades 3-5.

3) Team Building

- a. Participate in a wide variety of team building activities to improve interpersonal skills, conflict resolution, and decision making skills.

4) Drug Addiction

- a. Research the types of drugs – legal and illegal.
- b. Identify classification of drugs based on federal standards.
- c. Identify affects of drugs on the body. Create a presentation for the class on findings.

5) Fire Safety

- a. Knowledge in fire safety guidelines and practices
- b. Differentiate types of fire extinguishers and their uses
- c. Identify common types of smoke detectors
- d. Basic maintenance and proper installation of smoke detectors.
- e. Procedures for fighting common fires

6) Personal Safety Awareness

- a. Learn personal safety awareness skills
- b. Develop a variety of personal safety strategies
- c. Determine ways to implement safety strategies

7) Blood Borne Pathogens and Parasitic Diseases

- a. Research and present causes, treatment, and prevention of blood borne pathogen and parasitic diseases.
- b. Learn the proper use of Personal Protective Equipment.

- 8) **Anatomy**
 - a. Identify the major body systems and their functions
- 9) **Introduction to CPR and AED**
 - a. Cardiac Chain of Survival.
 - b. CPR and different techniques for Adults and Children.
 - c. How AED's Work
- 10) **Introduction to First Aid**
 - a. Patient Assessment.
 - b. Patient Treatment for Breathing, Bleeding, Circulation, and Burns.

All Units of Instruction will include:

- Introductory class discussion and teacher presentation.
- Appropriate audio-visual media.
- Hands on learning activities.
- Evaluation of student learning.
- Student reading, writing, and oral component.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE CSTs:

Writing, Reading, Language Arts, Social Science, and Science.

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Family & Human Services Pathway Standards

D 6.0 Students understand and apply the basic principles that promote health and well being throughout the life span.

D7.0 Students understand important safety, emergency, and disaster procedures to use for a variety of populations.

D7.1 Understand how to establish and promote good safety habits for all ages.

D7.2 Know the procedures for basic first aid and cardiopulmonary resuscitation (CPR) for infants, children, and adults.

D7.3 Understand the causes and prevention of common accidents and injuries.

D7.4 Know the correct procedures for dealing with emergencies and disasters.

D7.5 Understand the procedures that prevent the spread of illnesses, infections, and diseases, including blood-borne pathogens.

D7.6 Understand the specific health considerations of persons with disabilities.

D8.0 Students understand and apply interpersonal skills required to interact effectively with individuals and families.

D8.1 Know the strategies that promote positive interaction between individuals, families, and agencies.

D8.2 Understand effective ways to communicate and interact with culturally diverse individuals and families, such as using mediation, conflict resolution, and decision-making skills.

D8.3 Understand effective ways to teach individuals and families' communication, mediation, conflict-resolution, and decision-making skills.

D11.0 Students understand common problems and crises affecting individuals and families.

D11.1 Know the signs of emotional and physical abuse, emotional crises, and mental health issues, such as depression, isolation, substance abuse, and stress.

D11.2 Know how to identify behaviors that require intervention and outside assistance.

D11.3 Know how to provide the information that individuals and families need to make decisions about seeking professional help.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self –Directed learners** – students will work independently to determine first aid treatment for mock victims, and to complete research projects related to chosen career fields.
- **Effective communicators** – students will communicate through both written and oral presentations made in class.
- **Quality Producers/Performers** – student work will be held to a high industry standard as set by industry certified trainers.
- **Constructive Thinkers** – students will be able to size up emergency situations, document activities, and apply basic first aid skills in hands on –training situations.
- **Collaborative Workers** – students will understand the importance of teamwork and complete various projects as a member of a team.
- **Responsible Citizens** – students will participate in community service activities and learn about the laws governing the protective services pathway.