

Lesson 3.19: Careers in Human Services and Education, and the Unit 3 Test

Unit: Unit 3, Growing Up, Getting Along (Human Development and Relationships) **Topic:** 3.4 Families and Caring for Others **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes (the Unit 3 Test runs in the last 20 minutes) **Room:** Either (a room where students can walk between eight posted career cards)

Standards

- NYS module line: NYS HDR 7. Career Pathways a) Investigate a career in human development or human services field and identify the pathways used to reach that career
- NYS module line: NYS HDR 7. Career Pathways b) Assess personal knowledge, skills, and interest in careers in human development and human services and evaluate personal suitability for these careers
- CTE theme line: CTE CCO 2. Career Clusters d) Identify clusters for further investigation based on personal interests
- CTE theme line: CTE CIR 7. Careers in the Communication and Human Services Field c) Evaluate personal skills, abilities, and interests for employment in the communications and human services fields
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: none of the three Standard 2 indicators names careers. The state assigns only Standard 2 to this module, so this lesson cites the key idea and no PI. (Crosswalk Part E.3 notes that Standard 3 PI E, “Students identify their own abilities and interests as possible guides to career choice,” fits better; Sal can add it if he decides to cite outside the state’s block.)
- CDOS Standard 1 Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- National FCS 3.0: 1.2.1 Examine possible careers to find what each one requires and offers in knowledge, skills, attitudes, and openings.
- National FCS 3.0: 7.1.1 Explain what people in family and human services careers do.

Enduring understanding and essential question

Big idea: Everything in this unit (listening, handling conflict, understanding families, keeping a child safe) is a job somewhere. Some of those jobs need a two-year degree, some need a license, and some start with the babysitting course. You already know whether you

like this kind of work. **Essential question:** Which job in this unit would you actually want to do all day?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Given eight human services and education careers on cards, identify what each person does in a day and the education or training the card says it takes.
2. (Mid) Given the “would I like this” check (three questions per career), rate each career and select the one that fits best, then connect it to one skill practiced in this unit.
3. (High) On the Unit 3 Test, apply the unit’s content across all four topics, including one scenario and one short written response that defends a claim with examples.

Vocabulary

Tier 2 (general academic): pathway, license, degree, suitability Tier 3 (FACS): human services, career cluster, social worker, speech therapist, child care director, certification. See the unit vocabulary list (Vocabulary 03.md) for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per student: Handout 03.19 - Human Services Careers Walk.md (the eight career cards to post, the walk sheet with the “would I like this” check, and the pathway line)
- Test, one per student: Assessment 03.2 - Unit 3 Test.md
- Slides: Slides 03.19 - Careers in Human Services and Education and Unit 3 Test
- Eight career cards printed large and posted around the room before the bell: teacher, pediatric nurse, social worker, school counselor, child care director, speech therapist, coach, family lawyer (the handout has four more for the stretch: pediatrician, occupational therapist, family mediator, youth program director)
- A timer visible to the class for the test
- Setup notes: post the cards at eight stations with space to stand. Have the tests face down at seats before the walk ends. No allergy check needed.

Pre-assessment

The Unit 2 career cluster work (Lesson 2.21, the 16 clusters and each student’s top three) tells you which students already put Human Services or Education and Training in their top three. Today’s do now asks for one job from this unit; a class that can only name “teacher” needs the full walk.

Do now and hook (Time: 4 min)

On the board: “Name one job where a person uses something we did in this unit (listening, handling a conflict, helping a family, keeping a child safe). Write the job and the skill.”

Debrief: take four. Then the hook: “There are eight of those jobs on the walls. You have twelve minutes to meet all eight and decide which one you would take. Then the test.”

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: how the walk works	Show the eight careers on one slide with the cluster each belongs to (Human Services; Education and Training; Health Science for the nurse; Law, Public Safety, Corrections and Security for the lawyer). Explain the walk: at each card, read what the person does in a day, the education or training, and one skill from this unit they use; then answer the three “would I like this” questions on the walk sheet (Would I like the daily work? Could I do the training? Do I have or want the skill?) with a 1 to 3. Groups of three or four rotate on the reset cue every 90 seconds.	Listen. Move to the first station.	2 min
2. Learning activity: the careers walk	Start the timer. Rotate on the cue. Circulate with the clipboard (see Check for understanding). At the end, students total their three	Read, rate, rotate. Total. Circle. Write the pathway line for the circled career (what it takes to get there, from the card) and one unit skill it uses.	12 min

	numbers per career and circle the top one.		
3. Share	Hand vote: which career got the most circles? Ask two students why theirs, with the unit skill. Say the pathway line for the top two out loud (the card's education line). Point to the babysitting course from Lesson 3.17 as the first step into three of the eight.	Vote. Two students answer.	2 min
4. Assessment: the Unit 3 Test	Hand out the test face down. Read the directions. Start the timer at 20 minutes. Collect at the bell.	Take the test.	20 min

Questions to ask

Monitor understanding:

- What does a speech therapist do in a day? What training does the card say?
- Which of the eight careers uses the I-message the most?
- Which two careers need a license, and what is a license?

Deepen learning:

- A career scored 9 on your sheet but the training is six years. Does the training change your answer?
- Which career on the wall would you have been good at in the role plays from Lesson 3.11? Why?
- If none of the eight is for you, which unit skill do you still want to keep, and where else would it be used?

Check for understanding

Clipboard checklist during Step 2, one line per group: “reads the whole card before rating,” “rates all three questions,” “pathway line names the training from the card, not a guess.” A student who rates everything 3 gets the question “which one would you not want to do at 7 a.m. on a Monday?”

Closure (Time: 0 min; the test is the closure)

The Unit 3 Test is the closure. The walk sheet is collected with the test. Tomorrow's first five minutes (Unit 4, Lesson 4.1) are a two-item debrief: the class's top career and the test item most students missed, once you have scored it.

Differentiation and supports

- ELL: each career card has a picture of the person at work and three short lines (does, needs, uses); the walk sheet's three questions have a 1 to 3 face scale; the careers are listed in Turkish, Portuguese, and Spanish on the handout (marked [check with a native speaker]); the test has a word bank for the matching items and reads at a grade 6 level; a bilingual glossary is allowed on the test.
- IEP and 504 (general): the walk can be done seated with the eight cards printed on one page; the walk sheet is rating only, with one written line; extended time on the test means it continues at the start of Lesson 4.1 or in a resource period, per the plan; the test can be read aloud; a student may answer the short response orally to the teacher and have it scribed.
- Grade 6 support: six careers instead of eight (teacher, pediatric nurse, social worker, counselor, child care director, coach); the test's short response is scored on two examples instead of three.
- Grade 8 stretch: the four extra career cards (pediatrician, occupational therapist, family mediator, youth program director); grade 8 students also write on the walk sheet what a middle schooler could do this year to start toward the circled career (the babysitting course, volunteering, a club, a class in high school).
- UDL checkpoint used: multiple means of representation (the careers as cards, pictures, and a cluster slide) and multiple means of action and expression (the walk seated or standing; the test read aloud or scribed).
- No-kitchen or no-machine alternative: none needed.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Identify what each career does and the training	HDR 7. a); CCO 2. d); National FCS 7.1.1	Step 2	Formative; walk sheet checked for eight cards read (three ratings each)
2. Rate, select, and connect to a unit skill	HDR 7. b); CIR 7. c); CDOS 1; National FCS 1.2.1	Step 2, pathway line	Formative; walk sheet pathway and skill lines, scored complete, partial, or missing
3. Apply the unit's content on the Unit	HDR 1. a), b), c); 2. a), b); 3. a), e); 4. a),	Step 4	Summative; Assessment 03.2 -

3 Test	b), c); 5. a), b), c), f); 7. a), b)		Unit 3 Test.md, 50 points, topic assessments category
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Homework

None. Optional: look up one of the eight careers with an adult and find one thing the card did not say (pay, hours, a day off). Bring the one thing, not a printout.

Connections

Inside the building: the school counselor and the social worker, if the building has one, are two of the eight careers and could each take one minute at their own card, live. The school nurse is a third. That turns the walk into a live visit with no prep beyond asking. Community: a local college's human services or early childhood program sometimes sends a student to talk about the pathway; the county's youth bureau is another. *[Sal: the counselor already visited in Lesson 3.12; ask whether they would stand at their card for two minutes today.]*

Sources

- NYS Middle Level CTE FACS Content Module 02, Human Development and Relationships (nycotecenter.org, June 2018), lines 8. a) and 8. b). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module, Career and Community Opportunities, line 2. d); Communication and Interpersonal Relationships, line 7. c). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate, FACS strand. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2.
- NYS CDOS Learning Standards, Intermediate, Standard 1. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 3.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 1.2.1 and 7.1.1.
- Career card content (what each person does, typical education) from the U.S. Bureau of Labor Statistics Occupational Outlook Handbook (bls.gov/ooh) and the NYS Education Department's licensing pages for teachers, nurses, social workers, and speech-language pathologists. *[Sal: confirm the New York training lines before printing; licensing rules change.]*
- Sal's own materials: the Careers Card Sort from Lesson 1.22 (Handout 01.22 - Careers Card Sort.md) set the card pattern; the 16 clusters from Lesson 2.21.

Teacher notes

- The test needs its full 20 minutes. If the walk runs long, stop it at eight minutes; a student who met six of the eight careers has enough for the pathway line. Do not shorten the test.

- The careers walk uses the reset cue from Unit 0 (lights, countdown, hands empty) to rotate. Students know it by now; do not explain it again.
- Common mistake on the walk: rating from the picture, not the card. The “reads the whole card” line on the clipboard is there for that.
- The test’s short response asks students to defend that no one family structure is better than another, with examples from the scenarios in Lesson 3.14. It does not ask about their own family and the key says a student who writes about their own family is not marked down for it; the examples just have to be real examples.
- *[Sal: your Brentwood students often named coach, nurse, and teacher as the jobs they could see themselves in. The eight cards lead with those three. If a class has a strong pull toward one, the pathway line for that one gets the extra minute in Step 3.]*