Human and Social Services Supplemental Program Resources

This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

Supplemental Program Resources   2024

Table of Contents

Introduction

This document provides supplemental information for the Human and Social Services program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Human and Social Services program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Human and Social Services standards for the Human Services program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Human and Social Services

The Human and Social Services program provides students with opportunities to learn about occupations in Human Services. Areas of study include Consumer Services, Counseling and Mental Health Services, Early Childhood Development and Services, Family and Community Services and Personal Care Services.

Human Services Career Cluster

Human Services is focused on preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Postsecondary Options

Certificate/License
- Human Services (GBC,

Associate Degree's
- Human Services (GBC,
- Social Work (TMCC,

Bachelor's Degree
- Human Services (GBC, UNLV)
- Social Work (UNR, UNLV)

Master's/Doctoral Degree
- ***Social Work (UNR, UNLV)***

For additional information on this cluster, please contact:

cteinfo@doe.nv.gov

Website: https://doe.nv.gov/offices/craleo/cte

Source U.S. Bureau of Labor Statistics 2022

Approved Courses

Human and Social Services I
Human and Social Services II

Complementary Courses

Human and Social Services Advanced Studies
Behavioral Health and Wellness for Human and Social Services
CTE Work Experience – Human Services
Industry-Recognized Credential –Human and Social Services

Work-Based Learning Opportunities

Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization

FCCLA

State Recognized Industry Certifications

Refer to the Governor's Office of Innovation's
Nevada Eligible Industry Credentialing List

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Teacher Assistant	$35,550	161,900	-1%
Kindergarten and Elementary School Teacher	$63,670	106,500	-1%
High School Teachers	$65,220	64,000	-1%
Elementary, Middle, and High School Principals	$103,460	20,800	-1%
Instructional Coordinator	$74,620	20,100	2%

Program Structure for Human and Social Services

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provides a completed program of study.

Core Course Sequence (R)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Human and Social Services I	HSS I	13.1101	19	301	G	1.00	12	19301G1.0012
R	Human and Social Services II	HSS II	13.1101	19	301	G	1.00	22	19301G1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary (C) course(s)**. A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Human and Social Services Advanced Studies	HSS AS	13.1101	19	301	E	1.00	11	19301E1.0011
C	Behavioral Health and Wellness for Human and Social Services	BEHAV HLTH WLNS HSS	51.1599	19	301	E	1.00	11	19301E1.0011
C	Industry Recognized Credential - Human and Social Services	IRC HSS	13.1101	19	999	E	1.00	11	19999E1.0011
C	CTE Work Experience - Human Services	WORK EXPER HU SERV	99.0010	19	998	G	1.00	11	19998G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Human and Social Services I

Prerequisite: None

This course provides students with an introduction to Human Services professions. This course addresses the roles and responsibilities, skills, behaviors, and knowledge needed to provide services in a variety of careers. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will begin to develop a career portfolio.

Human and Social Services II

Prerequisite: Human and Social Services I

This course is a continuation of Human and Social Services I. Students will continue to develop skills and strategies for social services-based careers. Project-based learning experiences will include planning and implementing activities following requirements of a variety of workplace environments. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will expand their career portfolio.

Behavioral Health and Wellness for Human and Social Services

Prerequisite: Completion of Human and Social Services Program of Study

This course is offered to students who have completed all content standards in the Human and Social Services program of study. This course introduces the study of behavioral health and wellness. Emphasis is placed on the exploration of the behavioral healthcare systems, ethical and legal responsibilities, importance of self-care, and basic anatomy and mental health disorders.

Human and Social Services Advanced Studies

Prerequisite: Completion of Human and Social Services Program of Study

This course is offered to students who have completed all content standards in the Human and Social Services program of study and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Industry-Recognized Credential – Human and Social Services

Prerequisite: Completion of Human and Social Services Program of Study

This course is offered to students who have completed all content standards in the Human and Social Services program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Human and Social Services Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

CTE Work Experience – Human Services

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Human and Social Services program.

CTE Classroom Equipment   **Total:**   **$6,180**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	$3,500	$3,500
1	Networkable Laser Printer (black/white or color)	$1,000	$1,000
2	Storage Cabinets (36" x 12" x 72") (lockable)	$400	$800
2	Bookcases (36" x 12" x 42")	$115	$230
2	White Boards (4' x 8')	$275	$550
1	First Aid Kit	$100	$100

Program Equipment   **Total:**   **$44,100**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	$1,000	$25,000
1	Teacher Computer (enhanced memory/storage, download capable)	$1,500	$1,500
1	Technology Storage/Charging System	$2,000	$2,000
1	Simulated Workstation (e.g., presentation equipment, printing equipment, laminator, scanner, die cut machine)	$15,000	$15,000
Varies	Student Computer Accessories	$600	$600

Instructional Materials   **Total:**   **$15,000**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found here.	$100	$2,500
1	Teacher Textbook Edition and Resources	$500	$500
1	Curriculum Software Package Industry Simulations	$5,000	$5,000
1	Digital Editing and Enhancing Software (500 licenses)	$2,500	$2,500
1	Office Productivity Software Suite	$2,500	$2,500

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Instructional Materials (supplemental)	$80	$2,000

Instructional Supplies   Total: **$4,350**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
5	Tablets	$200	$1,000
Varies	Personal Protective Equipment (gowns, gloves, glasses/goggles, etc.)	$1,000	$1,000
Varies	Computer Accessories (cases, covers, headphones, mouse, presenter equipment etc.) (optional)	$1,000	$1,000
Varies	Office Supplies (paper, files, etc.)	$500	$500
1	Label Writer and Supplies	$350	$350
Varies	Smallwares	$500	$500

Other   Total: **$1,000**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Industry Recognized Credentials	$1,000	$1,000

Category Totals:

Classroom Equipment	$6,180
Program Equipment	$44,100
Instructional Materials	$15,000
Instructional Supplies	$4,350
Other	$1,000
Estimated Program Total	**$70,630**

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Human and Social Services Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Human and Social Services program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Human and Social Services Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Human and Social Services program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Human and Social Services Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Human and Social Services program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Human and Social Services Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Human and Social Services program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Human and Social Services Standards are crosswalked to the Human Services Career Cluster™ and the Consumer Services / Counseling and Mental Health Services / Early Childhood Development and Services / Family and Community Services / and Personal Care Services Career Pathway.

Crosswalk of Human and Social Services Program of Study Standards and the Nevada Academic Content Standards (possibly more than one)

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	3.1.4, 3.1.5, 3.1.6; 4.1.4 4.1.5, 4.1.6; 5.1.3, 5.1.4 5.1.5; 6.1.3, 6.1.4,
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	6.1.2
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	2.1.1, 2.1.2. 2.1.3, 2.1.4 2.2.1, 2.2.2, 2.2.3, 2.2.4 2.2.5, 2.2.6, 2.2.7; 3.1.1 3.1.2, 3.1.3, 3.1.7, 3.2.1 3.2.2, 3.2.3, 3.3.1, 3.3.2 3.3.3, 3.3.4; 4.1.1, 4.1.2 4.1.7, 4.2.1, 4.2.2, 4.2.3 5.1.1, 5.1.2, 5.1.6, 5.2.1 5.2.2, 5.2.3, 5.2.4, 5.3.1 5.3.2, 5.3.3, 5.3.4, 5.3.5 6.1.2, 6.1.4, 6.2.1, 6.2.2

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 6.1.1
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2,

Nevada Academic Content Standards		Performance Indicators
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 6.1.1
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	3.3.5

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1; 6.1.3, 6.2.2
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2; 2.2.1-2.2.7; 3.1.1 3.1.3, 3.1.7, 3.2.1, 3.2.2 3.2.3, 3.3.1-3.3.4; 4.1.1 4.1.7, 4.2.1-4.2.4, 5.1.1 5.2.1-5.2.4, 5.2.6, 5.3.1- 5.3.4, 5.3.5, 6.2.1, 6.2.2

Alignment of Human and Social Services Standards
and the Mathematical Practices

Mathematical Practices	Human and Social Services Performance Indicators
1. Make sense of problems and persevere in solving them.	3.1.7; 4.1.4, 4.1.7; 4.2.2 4.2.3, 4.3.2; 5.1.6, 5.2.2 5.2.3, 5.3.2; 6.2.1
2. Reason abstractly and quantitatively.	3.1.7; 4.1.7; 5.1.6; 6.1.3, 6.2.1
3. Construct viable arguments and critique the reasoning of others.	3.1.7; 4.1.4, 4.1.7; 5.1.6 6.1.3, 6.2.1
4. Model with mathematics.	
5. Use appropriate tools strategically.	3.1.7; 4.1.4, 4.1.7; 5.1.6
6. Attend to precision.	3.1.7; 4.1.4, 4.1.7; 5.1.6 6.1.3, 6.2.1
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

Alignment of Human and Social Services Standards
and the Science and Engineering Practices

Science and Engineering Practices	Human and Social Services Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	3.1.7; 4.1.7; 5.1.6
5. Using mathematics and computational thinking.	3.2.1; 4.1.4, 4.2.1; 5.2.1
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	3.1.5, 3.2.1; 4.1.5, 4.2.1; 5.1.4 5.2.1

Crosswalks of Human and Social Services Standards
and the Common Career Technical Core

Human Services Career Cluster	Performance Indicators
1. Evaluate principles of planning, development, implementation, and evaluation to accomplish long-range goals in the human services.	2.1.1, 2.2.7
2. Evaluate the role of the family, community and human services in society and the economy.	2.1.1, 2.1.4, 2.2.1, 2.2.5
3. Use effective communication with human services clients and their families.	2.2.5-2.2.7
4. Demonstrate ethical and legal conduct in human services settings.	2.2.3, 2.2.5
5. Evaluate career opportunities in each of the Human Services Career Pathways.	2.1.2, 2.1.3, 2.1.5, 2.2.4
6. Explain how human development principles enhance the wellbeing of individuals and families.	2.1.1, 2.1.4, 2.2.1

Consumer Services Career Pathway	Performance Indicators
1. Summarize necessary credentials, licensures, or state-specific requirements to prepare for a career in consumer services.	2.1.3, 2.2.4
2. Communicate product or equipment features that meet the needs of clients and consumers.	6.2.1, 6.2.2
3. Make consumer services recommendations meeting the needs of clients or customers.	5.1.5, 5.2.4, 5.3.1
4. Analyze financial/economic situations when making recommendations about consumer services.	5.1.5, 5.1.6, 5.2.3, 5.2.4 5.3.2
5. Use standard business processes or procedures to create consumer service information and facilitate client interactions.	5.1.2- 5.1.6, 5.2.2, 5.2.3 5.2.4, 5.3.2, 5.3.3
6. Use a variety of methods to educate audiences about consumer services.	5.1.4, 5.1.5, 5.2.4, 5.3.3 5.3.5
7. Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.	5.1.1, 5.1.2; 5.2.1, 5.2.4
8. Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.	5.1.5, 5.1.6; 5.2.2-4; 5.3.1 5.3.2 5.3.1, 5.3.2, 5.3.5

Counseling and Mental Health Services Career Pathway	Performance Indicators
1. Use clear written, spoken, and nonverbal messages when communicating with clients about mental health services and the counseling process.	3.1.4, 3.3.5
2. Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.	3.1.4
3. Evaluate client motivation, strengths, and weaknesses to develop a client treatment program.	3.1.4, 3.1.7, 3.2.2, 3.3.2
4. Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.	3.1.2, 3.1.4-6, 3.2.4, 3.3.1
5. Demonstrate the ethical and legal responsibilities of counseling and mental health services.	3.1.1, 3.1.2, 3.1.4, 3.1.5 3.2.4
6. Choose appropriate counseling and therapy techniques to serve identified needs.	3.1.1, 3.1.2, 3.1.6, 3.2.4 3.3.1, 3.3.5

Early Childhood Development and Services Career Pathway	Performance Indicators
1. Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.	4.3.5
2. Communicate effectively with fellow staff members to facilitate child development activities.	4.3.5
3. Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes.	4.1.1, 4.2.1
4. Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.	4.1.2, 4.1.5, 4.1.6, 4.2.4 4.3.5
5. Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.	4.1.1, 4.1.5, 4.2.1, 4.3.1
6. Adhere to ethical and legal responsibilities, laws, and regulations to protect children and families.	4.1.1, 4.1.2, 4.1.5, 4.1.6 4.2.4
7. Apply principles of child growth and development, including social, emotional, physical, and cognitive milestones, to provide comprehensive program offerings.	4.1.6, 4.2.2-4.2.4, 4.3.1
8. Evaluate curriculum for inclusiveness of children with special needs.	4.1.7, 4.2.4, 4.3.1

Family and Community Services Career Pathway	Performance Indicators
1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.	4.1.4
2. Identify community resources to provide family and community services.	2.2.2, 2.2.7

3.	Communicate effectively to gain support from the client's family and other support groups.	4.3.5
4.	Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.	4.1.2, 4.1.5, 4.2.4
5.	Evaluate crisis prevention, intervention, and resolution techniques to formulate emergency plans.	4.1.2, 4.1.3, 4.1.6, 4.2.1 4.2.2, 4.2.3, 4.2.4, 4.3.1 4.3.3, 4.3.5

Personal Care Services Career Pathway		**Performance Indicators**
1.	Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.	5.1.4, 5.1.5, 5.2.1, 5.3.1
2.	Evaluate an individualized personal care plan that reflects client preferences, needs, and interests for a course of treatment/action.	5.1.4, 5.1.5, 5.2.4, 5.3.1
3.	Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.	5.1.4, 5.1.6
4.	Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.	5.1.1, 5.1.2, 5.1.5, 5.2.1 5.2.4
5.	Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.	5.1.1, 5.1.2, 5.1.3, 5.1.4 5.1.5, 5.1.6, 5.2.1, 5.2.4 5.3.1, 5.3.5
6.	Identify personal care business opportunities enhanced by community involvement, self-improvement, and current trends.	2.1.2, 2.2.7
7.	Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.	2.1.2, 2.2.7; 5.1.3; 6.1.4