Kansas Human Services Cluster

Consumer Services; Family & Community Services Pathway

Course: Introduction to Family and Consumer Sciences

CIP Code: Consumer 19.0401; Family 19.0799; Early Child 19.0709 **Course #** 45001

Rating Scale: **3 Skilled- Works Independently**
2 Limited Skills- Requires Assistance
1 Skill Undeveloped
0 No exposure- No instruction or training

Learner: Grade:

Teacher: School:

Enrolled Date: Completion Date: Graduation Date:

Learner Signature Teacher Signature

Directions: *The following competencies are required for full approval of a course in a Human Services Cluster. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Academic Foundations

Benchmark: 0.1 Apply reading and writing, math, and science skills in personal, professional, enpreneurial and community situations. (CC K&S ESS01 & 09)		3	2	1	0
0.1.1	Use information to locate, comprehend, make inferences, and draw conclusions. (R1.4.2▲) (CC K&S ESS 01.02) $				
0.1.2	Adjust original rational number estimate of a real-world problem based on additional information (a frame of reference). (MHS1.3.A1▲) ($) (CC K&S ESS01.03)				
0.1.3	Generate and/or solve multi-step real-world problems with real numbers and mathematical concepts. (MHS1.4.A1a,b,d ▲) ($) (CC K&S ESS01.03)				
0.1.4	Research, apply, and evaluate information to accomplish tasks. (SC CD 2.1) (CCK&S ESS03.04) $				
0.1.5	Apply fundamental knowledge of economics to enhance learner achievement. (EDC01.04.01) (CC K&S ESS09.11) $				

Communications

Benchmark: 0.2 Demonstrate appropriate communication skills that contribute to positive relationships. (*13.3) (21st) (CC K&S ESS02)		3	2	1	0
0.2.1	Use appropriate communication strategies for the most effective outcome. (*13.3.1) (CC K&S ESS02.07) (21st) (SC P/SD 1.2) (S1.1.5)				
0.2.2	Demonstrate the use of verbal, listening, and writing skills to communicate clearly. (*13.3.2) (*13.3.3) (CC K&S ESS02.06) (21st)				

Problem Solving, Dilemma Solving, and Critical Thinking

Benchmark: 0.3 Apply thinking and problem-solving processes to address personal, professional and community issues.(*1.2) (21st) (SC AD 1.2) (CC K&S ESS03)		3	2	1	0
0.3.1	Identify common tasks that require employers to use problem-solving skills. (CC K&S ESS03.01.01)				
0.3.2	Use problem-solving and critical thinking skills to improve a situation or process. (CC K&S ESS03.01.02) $				
0.3.3	Create ideas, proposals, and solutions to a problem. (CC K&S ESS03.01.04) $				

Information Technology Applications

Benchmark: 0.4 Use technology to access, manage, integrate, and create information. (CC K&S ESS04)		3	2	1	0
0.4.1	Use information technology tools to manage and perform work (school) responsilbities. (*1.2.5) *(CC K&S ESS04.02.01)*				
0.4.2	Identify and use a variety of web-based tools for real world, global applications involving communication to collect and disseminate information. (CC K&S ESS04.04.01) $				
0.4.3	Use technology to locate, analyze, manipulate, and interpret information in a knowledge economy. (CC K&S ESS04.04.03) (21st) (S5 1.1▲) $				

Safety, Health and Environmental

Benchmark: 0.5 Evaluate potential hazardous situations to defuse them and determine intervention strategies. (*5.5 & *13.4; **1.5) (CC K&S ESS06)		3	2	1	0
0.5.1	Manage the physical and social environment to reduce conflict and promote safety in settings (i.e. family, work, community, cyberspace). (*13.4.3) (21st) (CC K&S ESS06.01) (SC P/SD 3.1)				

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Leadership and Teamwork and Ethics and Legal Responsibilities

Benchmark: 0.6 Demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and community. (*13.5) (21st) (CC K&S ESS07&08)		3	2	1	0
0.6.1	Demonstrate quality work and effective communication by acknowledging diversity and cultural differences. (21st) (CC K&S HMC07.01.04)				
0.6.2	Determine the most appropriate response to workplace (school) situations based on legal and ethical considerations. (CC K&S HMC08.01) $				

Career Development and Systems

Benchmark: 0.7 Analyze strategies to manage the multiple individual, family, career, and/or community roles and responsibilities. (*1.1) (CC K&S ESS09) (21st)		3	2	1	0
0.7.1	Organize a career portfolio (electronic or physical) to document knowledge, skills, and experience in a career field. (CC K&S ESS09.04.02)				
0.7.2	Recognize that individual career path has an impact on the national and global community. (CC K&S ESS09.09.03) $				

Technical Skills--General Human Services

COMPREHENSIVE STANDARD: 2.0 Discover the skills, knowledge, attitudes, and behaviors necessary to be successful in families, careers, and communities in today's ever changing society.

Benchmark:2.0 Evaluate the significance of family and its effects on the well-being of individuals and society.(*6.0)		3	2	1	0
2.0.1	Analyze the family as basic unit in society. (*6.1.1)				
2.0.2	Identfy the role of Family and Consume Sciences Education in the development of personal growth and family development . (*6.1.7)				

Benchmark: 2.1 Analyze functions and expectations of constructive interpersonal relationships. (FCCLA STOP the Violence)		3	2	1	0
2.1.1	Determine factors that contribute to healthy and unhealthy relationships. (*3.1.4) 7.9				
2.1.2	Apply the roles of decision making and problem solving in reducing and managing conflict. (*13.4.3) 2.B $				
2.1.3	Identify situations that require personal prevention or intervention and those that require professional assistance. (*7.4.4, 7.4.5)				

Benchmark: 2.2 Evaluate parenting relationships that maximize human growth and development. (*15.2)		3	2	1	0
2.2.1	Identify strategies that promote children's growth and development. (* 4.2.5) $				
2.2.2	List criteria for providing quality care of c hildren (as a parent and child care provider). (15.2.5)				
2.2.3	Examine strengths and weaknesses to determine parenting readiness.(*15.1.2) (FCCLA Families First)				

Benchmark: 2.3 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. (*2.6) ($) (EB5i3▲ K)		3	2	1	0
2.3.1	Examine the need for financial planning. (*2.6.1) (FCCLA Financial Fitness) ($) (21st) (H-G) 7.A				
2.3.2	Apply management principles to individual financial practices. (*2.6.2) ($) (21st) 10.C				
2.3.3	Identify factors affecting consumer decisions. (* 2.5.1)(H-G) (FCCLA Financial Fitness) $				

Benchmark: 2.4 Analyze the factors that influence personal and family wellness across the life span. (*14.6) (FCCLA Student Body)		3	2	1	0
2.4.1	Evaluate the relationship among physical, social, emotional, and mental wellness in life. (*2.1.3 & 14.6.1)				
2.4.3	Identify reliable sources of nutrition information (i.e. labeling, FDA, USDA). (*9.3.2, 14.2.4)				
2.4.4	Analyze the relationship of knowing how to cook to prevention of, or improvement of health conditions. (e.g. obesity, high blood pressure).				

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Technical Skills—Careeer Development

Benchmark: 2.5 Integrat multiple life roles and responsibilities in family, work and community settings. (*1.0)		3	2	1	0
2.5.1	Assess participant's strengths, interests, needs and preferences using formal and informal assessments. (*7.3.4) 4.D				
2.5.2	Analyze opportunities for employment and entrepreneurial endeavors within human services and related career areas. (* 7.1.2) 10.C $				
2.5.3	Identify the difference between a non-profit and for-profit agency. (*7.2.1)				
2.5.4	Demonstrate communication, teamwork, and leadership skills. (*1.2.3 & *1.2.4) (SC CD 1.2)				

Benchmark: 2.6 Analyze career paths within family and community services. (*7.1) (FCCLA Power of One & Career Connection) (SD CD3.2)		3	2	1	0
2.6.1	Identify the traits and skills needed to be a successful service provider in the family and community services field. (*7.3)				
2.6.2	Explain the roles and functions of individuals engaged in human services careers. (*7.1.1)				
2.6.3	Summarize the education, training and careers within human services(i.e. social work, family therapy, geriatric center director, family and consumer sciences educator). (* 7.1.3) 10.B $				

Benchmark: 2.7 Analyze career paths within the food science, food technologies, dietetics and nutrition industries. (*9.1) (FCCLA Power of One & Career Connection) (SD CD3.2)		3	2	1	0
2.7.1	Identify traits and skills need for success in the food science, food technologies, dietetics and nutrition industries. (*9.3)				
2.7.2	Examine the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers. (*9.1.1)				
2.7.3	Summarize the education, training and careers in nutrition and wellness(i.e. nutrition educator, dietician, family and consumer sciences educator). (*9.1.3)				

Benchmark: 2.8 Analyze career paths within early childhood, education and related services. (* 4.1) (FCCLA Power of One & Career Connection) (SD CD3.2)		3	2	1	0
2.8.1	Identify traits and skills need for success in the education field (e.g. early child, K-12). (*4.3)				
2.8.2	Explain the roles and functions of individuals engaged in education careers. (*4.1.1)				
2.8.3	Summarize the education, training and careers in early child development and services and education and training (i.e. early child education, center director, child development specialist, family and consumer sciences educator, elementary teacher, special services director). (*4.1.3)				

Benchmark: 2.9 Analyze career paths within consumer service industries. (*3.1) (FCCLA Power of One & Career Connection) (SD CD3.2)		3	2	1	0
2.9.1	Identify traits and skills need for success in the consumer service industries. (*3..3)				
2.9.2	Identify the difference between consumer service and customer service. (*3.1.1)				
2.9.3	Explain the roles and functions of individuals in consumer services (*3.1.1)				
2.9.4	Summarize the education, training and careers in consumer sevices (i.e. financial planning, credit counseling, insurance, estate planning, family and consumer sciences educator). (*9.1.3)				

Benchmark: 2.10 Analyze career paths within textile, apparel and interior design industries. (*16.1) (FCCLA Power of One & Career Connection) (SD CD3.2)		3	2	1	0
2.10.1	Identify traits and skills need for success in the textile, apparel and interior design industries. (*16..3)				
2.10.2	Explain the roles and functions of individuals in textile, apparel and interior design industries. (*16.1.1)				
2.10.3	Summarize the education, training and careers in textile, apparel and interior design industries (i.e. interior design, interior decorator, apparel design, set design, textile design, interior and/or apparel merchandising, family and consumer sciences educator). (*16.1.3)				

Benchmark: 2.11 Analyze career paths within food production and food services industries. (*8.1) (FCCLA Power of One & Career Connection) (SD CD3.2)		3	2	1	0
2.11.1	Identify traits and skills need for success in the food production and food service industries. (*8.3)				
2.11.2	Explain the roles, duties and funcitons of individuals in food production and food services industries. (*8.1.1)				
2.11.3	Summarize the education, training and careers in food production and food services industries (i.e.chef, cook, restaurant manager, caterer, food stylist, wait staff, food				

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	critic, professional taste tester, family and consumer sciences educator). (*8.1.3)				

Suggested FCCLA Applications: STAR Events

Additional comments: _____

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