

KANSAS STATE DEPARTMENT OF EDUCATION

USER GUIDE SHEET

2022-2023

HUMAN SERVICES CAREER CLUSTER

FCCS PATHWAY



Kansas leads the world in the success of each student.

OCTOBER 13, 2021



MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212

(785) 296-3203

www.ksde.org



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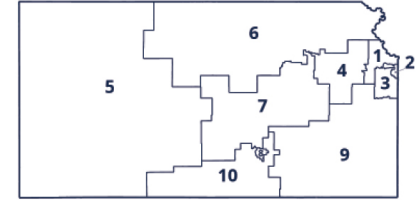


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jporter@ksde.org

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JAN. 2021



HUMAN SERVICES CAREER CLUSTER DESIGN

Family, Community and Consumer Services Pathway

**APPROVED
PATHWAY:**

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
 - Introductory-level course.
 - Technical-level course.
 - Application-level course.
4. Supporting documentation includes:
 - Articulation Agreement(s).
 - Certification.
 - Program Improvement Plan.
 - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

CIP CODE 19.0799

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Family and Consumer Sciences	19251	1
Career and Life Planning	19258	0.5

TECHNICAL LEVEL

Title	Code	Credit
Culinary Essentials	16052	0.5
Nutrition and Wellness	19253	0.5
* Family Studies	19255	0.5
Leadership Service in Action	19257	0.5
Relationships and Personal Development	19260	0.5
● Human Growth and Development - Early Years	45004	0.5
● Lifespan Development	45014	0.5

APPLICATION LEVEL

Title	Code	Credit
# Community Connections	19297	0.5
# Career Connections	19298	0.5

* Required course for pathway approval.

Has a prerequisite of **ONE** credit within Human Services Pathway courses.

● Must choose at least **ONE** of these Technical Level courses for pathway approval.

The Consumer and Personal Finance course (22210) for .5 credit will not be available within Pathways due to the new Financial Literacy graduation requirement.

Kansas Human Services Cluster

Course:	Career & Life Planning	Course #:	19258	Credit:	.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government & Public administration (44.0401); Travel & Tourism (52.0901); Restaurant & Event Management (12.0504); Fashion, Apparel, Interior Design - FAID (19.0999)				
Course Description:	This course will introduce students to the skills and strategies needed to be focused, productive individuals. Emphasis is placed on goal-setting, decision making, time and personal management. Development of workplace skills, knowledge and attitudes needed to be successful in various career, community and family settings will be incorporated throughout this course.				

Directions: The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

COMPREHENSIVE STANDARD: 2.0 Integrate multiple life roles and responsibilities in individual, family and work settings. (NASAFACS 1.0 & 2.0)

Benchmark 2.1: Analyze strategies to balance multiple roles and responsibilities (individual, family, and career). (NASAFACS 1.1)		4	3	2	1	0
2.1.1	Compare and contrast occupations that fit individual interests and personal life goals (e.g interest survey results).					
2.1.2	Research, and evaluate information to set SMART personal short term and long term goals across the lifespan.					
2.1.3	Apply fundamental knowledge of cost benefits related to personal and family goal achievement.					
2.1.4	Identify local, regional and national employment trends which impact career selection.					
2.1.5	Analyze the effects of social, economic, and technological change on work and family dynamics (e.g. dual career families, work at home trends, job splits, gender roles).					
2.1.6	Analyze the benefits of having a career plan to meet personal and family needs over the lifespan.					
2.1.7	Predict potential impact of career path decisions on balancing work and family responsibilities.					
2.1.8	Practice solving real-world problems related to career /life goal setting and life balance. (e.g. meal planning, family budgeting, daily work juggling).					

Benchmark 2.2: Enhance career awareness, personal job searching and application skills (NASAFACS 1.2)		4	3	2	1	0
2.2.1	Analyze career choices to determine the knowledge, skills, and personality traits associated with each career.					
2.2.2	Identify resources which can help meet personal, family and career goals (e.g. non-profit agencies and educational institutions)					
2.2.3	Practice public speaking skills to build personal confidence and enhance employability.					
2.2.4	Demonstrate job seeking skills.					
2.2.5	Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately.					
2.2.6	Assess health, wellness, and work safety considerations of the worker in a variety of careers.					
2.2.7	Analyze the impact of an individual's career decision on personal goals, relationships (e.g. peer and family), financial benefit, and the impact on the national and global community (as in choosing one field over another).					
2.2.8	Demonstrate teamwork and leadership skills in family, school, and community settings (e.g. FCCLA experience).					
2.2.9	Demonstrate respect for others regardless of age, gender, socio-economic or culture.					

Benchmark 2.3: Enhance career readiness through practicing appropriate skills in school, community and work situations. (NASAFACS 1.2)		4	3	2	1	0
2.3.1	Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly.					
2.3.2	Practice appropriate social skills, manners, and etiquette in a variety of settings.					
2.3.3	Identify common tasks that require individuals to use problem-solving skills					
2.3.4	Apply problem-solving and critical thinking skills to address personal, professional and/or community settings.					
2.3.5	Create ideas, proposals, and solutions to overcome barriers to personal goal achievement.					
2.3.6	Use math principles (as appropriate) when addressing career and life goals. (e.g return on investment, budgeting, etc.)					
2.3.7	Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences.					
2.3.8	Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences					
2.3.9	Use technology appropriately to access, manage and/or create career information (e.g practice internet ethics, avoid identify theft)					
2.3.10	Critique the physical and social environment to reduce conflict and promote safety in school, community and work settings					
2.3.11	Identify personal rights and responsibilities as an employee and how to address violations.					

Benchmark 2.4: Demonstrate personal and family resource decision making to meet personal and family goals across the lifespan. (NASAFACS 2.6)		4	3	2	1	0
2.4.1	Analyze the components and purpose of having a personal and family financial plan.					
2.4.2	Investigate how education, income, career and life decision impact setting and achieving financial goals.					
2.4.3	Practice time management, organizational and process skills to prioritize tasks and achieve short term goals.					

2.4.4	Analyze how individuals and families make choices to satisfy basic needs and wants.					
2.4.5	Apply consumer skills for providing and maintaining clothing, transportation and recreation needs of individuals and their families.					

Benchmark 2.5: Evaluate the effects of technology on personal and family resources in a global context. (NASAFACS 2.4)		4	3	2	1	0
2.5.1	Explore the types of technology (i.e. software, apps) that can affect personal and family decision making.					
2.5.2	Investigate how media and technological advances influence personal and family decisions.					
2.5.3	Explore how technology impacts jobs and personal opportunities for advancement.					

Kansas Human Services Cluster

Course:	Introduction to Family and Consumer Sciences	Course #:	19251	Credit:	1.0
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Restaurant & Event Management (12.0504); Travel & Tourism (52.0901); Fashion, Apparel, Interior Design - FAID (19.0999)				
Course Description:	Introduction to Family and Consumer Sciences offers a look into the many occupations linked to providing for the basic needs of children, individuals and families. Occupations may include: nutrition educator, child care provider, social worker, foster parent, credit counselor, geriatric care provider, senior citizen care director, food service provider, restaurant manager, culinary artists, interior designer, fashion production and design, event planner and teacher.				

Directions: The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Comprehensive Standard: 1.0 Investigate life roles and responsibilities of individuals within families, community and work settings. (NASAFACS 1.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0, 13.0, 14.0 & 16.0)

Life Literacy Skills: These skills address the personal health of the individual – financially healthy, socially healthy, physically healthy, emotionally healthy. These skills are **directly tied** to the career ready practices and therefore important to all careers.

Benchmark 1.1: Evaluate the significance of family and its impact on the well-being of individuals and the community. (NASAFACS 6.1)		4	3	2	1	0
1.1.1	Analyze the family as the basic unit of society.					
1.1.2	Apply critical thinking and problem-solving in family settings.					
1.1.3	Investigate the connection between personal growth and family development.					
1.1.4	Understand the impact of family on the community in which they live.					

Benchmark 1.2: Analyze functions and expectations of positive interpersonal relationships. (NASAFACS 6.1 & 13.1)		4	3	2	1	0
1.2.1	Compare and contrast of communication modes in family, community and work situations (i.e. verbal, nonverbal, written, social media, listening, processing, and responding).					
1.2.2	Investigate human development and the role of caring for others across the life span.					
1.2.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly.					

1.2.4	Demonstrate respect of others in all situations.					
1.2.5	Analyze the roles of decision making and problem solving in reducing and managing conflict in family, community and work situations.					
1.2.6	Practice respect and communication to reduce conflict and promote safety in a variety of settings (i.e. family, work, community, and cyberspace).					

Benchmark 1.3: Analyze the relationship of sound resource management to meet personal goals. (NASAFACS 1.2 & 3.3)		4	3	2	1	0
1.3.1	Examine consumer rights and purpose of personal financial planning.					
1.3.2	Analyze sound management principles for personal financial practices.					
1.3.3	Demonstrate teamwork and leadership skills in diverse group settings.					
1.3.4	Use technology and other tools to balance personal and work (school) responsibilities.					
1.3.5	Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences.					

Benchmark 1.4: Analyze the factors that influence personal and family wellness across the life span. (NASAFACS 14.1)		4	3	2	1	0
1.4.1	Analyze the relationship of physical, social, emotional, and mental health to overall wellness.					
1.4.2	Determine how health and wellness influences, and is influenced by career selection.					
1.4.3	Identify reliable sources of nutrition and wellness information (i.e. labeling, FDA, USDA, CDC, KS and US agencies).					
1.4.4	Analyze the relationship of knowing how to cook to prevent and/or improve health conditions. (e.g. obesity, high blood pressure).					
1.4.5	Demonstrate basic cooking skills to enhance healthy food consumption.					

Benchmark 1.6: Analyze relationship between career selection, personal goals and life balance. (NASAFACS 1.2)		4	3	2	1	0
1.6.1	Assess personal strengths, interests, needs and preferences to determine career choices.					
1.6.2	Analyze opportunities for employment and entrepreneurial endeavors which align to personal needs (within Family and Consumer Sciences and other career areas).					
1.6.3	Investigate selected careers on ability to meet personal goals, relationships (e.g. peers and family), and financial benefit (including education and training and projected employment needs).					
1.6.4	Demonstrate basic job preparation skills (e.g. resume, personal experiences, school grades and building references).					

Occupational Family and Consumer Sciences Introduction: *These competencies address an introduction to the range of careers which are found within Family and Consumer Sciences.*

NOTE: Select the following as deemed appropriate for the local Family and Consumer Sciences Department. Three or more career paths are suggested for inclusion.

Benchmark 1.7: Analyze career paths within family, community and consumer services. (NASAFACS 1.2 & 3.1)		4	3	2	1	0
1.7.1	Understand the prevention aspect of family and consumer sciences, and the intervention role of family community and consumer services careers in meeting personal and family needs (i.e. physical, social, emotional and financial).					
1.7.2	Identify the traits and skills needed to be a successful service provider in family, community and consumer services field.					
1.7.3	Compare and contrast consumer service and customer service.					
1.7.4	Explain the need for prevention education and advocacy within family and community services.					
1.7.5	Summarize the education, training and careers within family, community and consumer services (e.g. social work, family therapy, geriatric center director, credit counselor, estate planner, family financial planner, nutrition educator, child and family advocate, family and consumer sciences educator).					

Benchmark 1.8: Analyze career paths within the food science, food technologies, dietetics and nutrition industries. (NASAFACS 9.1)		4	3	2	1	0
1.8.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food science, technologies, dietetics and nutrition industries.					
1.8.2	Identify traits and skills need for success in the food science, food technologies, dietetics and nutrition industries.					
1.8.3	Explain the roles and functions of individuals in food science, food technologies, dietetics and nutrition industries.					
1.8.4	Summarize the education, training and careers in food, dietetics, nutrition and wellness (e.g. nutrition educator, dietitian, family and consumer sciences educator).					

Benchmark 1.9: Analyze career paths within early childhood, education and related services. (NASAFACS 4.6)		4	3	2	1	0
1.9.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to early childhood, education and related services.					
1.9.2	Identify traits and skills need for success in the education field (e.g. early child, K-12).					
1.9.3	Explain the roles and functions of individuals in early childhood, education and related services.					
1.9.4	Summarize the education, training and careers in early child development and services and education and training (e.g. early child education, center director, child development specialist, family and consumer sciences educator, elementary teacher, special services director).					

Benchmark 1.10: Analyze career paths within textile, apparel and interior design industries. (NASAFACS 16.1)		4	3	2	1	0
1.10.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to textile, apparel and interior design industries.					
1.10.2	Identify traits and skills need for success in the textile, apparel and interior design industries.					
1.10.3	Explain the roles and functions of individuals in textile, apparel and interior design industries.					
1.10.4	Summarize the education, training and careers in textile, apparel and interior design industries (e.g. interior design, interior decorator, apparel design, set design, textile design, interior and/or apparel merchandising, family and consumer sciences educator).					

Benchmark 1.11: Analyze career paths within food production, culinary arts and food services industries. (NASAFACS 8.1)		4	3	2	1	0
1.11.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food production, culinary arts and food service industries.					
1.11.2	Identify traits and skills need for success in the food production, culinary arts and food service industries.					
1.11.3	Explain the roles, duties and functions of individuals in food production, culinary arts and food services industries.					
1.11.4	Summarize the education, training and careers in food production, culinary arts and food services industries (e.g. chef, cook, restaurant manager, caterer, food stylist, wait staff, food service director, professional taste tester, food critic, Family and Consumer Sciences Educator).					

Benchmark 1.12: Analyze career paths within hospitality, lodging and event planning industries. (NASAFACS 10.1)		4	3	2	1	0
1.12.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to hospitality, lodging and event planning industries.					
1.12.2	Identify traits and skills need for success in the hospitality, lodging and event planning fields.					
1.12.3	Explain the roles, duties and functions of individuals in hospitality, lodging and event planning careers.					
1.12.4	Summarize the education, training and careers in hospitality, lodging and event planning (e.g. life event planner, hotel manager, bed and breakfast owner, hospitality coordinator, travel agent, tour guide and Family and Consumer Sciences Educator).					

Kansas Human Services Cluster

Course:	Human Growth & Development – The Early Years	Course #:	45004	Credit:	.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government and Public Administration (44.0401)				
Course Description:	Human Growth and Development – The Early Years provides students with knowledge about the physical, intellectual, emotional, and social growth (PIES) and development of children. Course content will provide an overview of life stages from prenatal and birth processes and fundamentals of children’s milestone development during the early years.				

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

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

COMPREHENSIVE STANDARD: 3.0 Analyze factors that influence human growth and development. (NASAFACS 4.0, 12.0,13.0)

Benchmark 3.1: Analyze principles of human growth and development in children. (NASAFACS 4.2 & 12.1)		4	3	2	1	0
3.1.1	Identify physical, emotional, social, and intellectual developmental theories across the lifespan.					
3.1.2	Compare and contrast physical, intellectual, emotional, and social (P.I.E.S. – Physical, Intellectual, Emotional, Social) developmental theories across the life span.					
3.1.3	Examine interrelationships among physical, intellectual, emotional, and social (P.I.E.S. – Physical, Intellectual, Emotional & Social) aspects of children.					
3.1.4	Analyze current and emerging research about human growth and development in children. (including but not limited to brain development)					
3.1.5	Examine biological processes related to prenatal development, birth and health of the child to impact on future success.					
3.1.6	Examine the milestones of aging (i.e. early child ages and stages, developmental delays, physical changes).					
3.1.7	Identify appropriate activities and expectations for all ages, including those with mental and developmental difficulties.					

Benchmark 3.2: Analyze conditions that influence human growth and development in children. (NASAFACS 4.2 & 12.2)		4	3	2	1	0
3.2.1	Compare and contrast the effect of heredity and environment on human growth and development from birth to early					

	childhood.					
3.2.2	Evaluate the impact of social, economic, and technological forces on individual growth and development through the early years.					
3.2.3	Analyze the effects of gender, ethnicity and culture on children.					
3.2.4	Analyze the influences of life events on children's physical, intellectual, emotional, social, and moral development.					
3.2.5	Analyze geographic, political, and global influences on human growth and development in children.					

NOTE: If Family Studies is NOT taught, include Benchmark 3.3 in this course.

Benchmark 3.3: Analyze the determinants involved in meeting the needs of children. (NASAFACS 4.2, 12.3)		4	3	2	1	0
3.3.1	Identify the physical, emotional, social and intellectual needs of children and how to meet them.					
3.3.2	Investigate the impact of not providing for the needs of children appropriately					
3.3.3	Identify safety, health and wellness considerations for children.					
3.3.4	Determine the role of the parent vs role of the childcare provider in meeting the needs of children.					
3.3.5	Examine the effects of life events and conditions on child and parent/caregiver relationships.					
3.3.6	Compare and contrast the different options when identifying appropriate care for children outside of the home.					
3.3.7	Identify age-appropriate activities and toys for all children. (including those with special needs)					
3.3.8	Examine the milestones of children in relationship to parental and care giver expectations.					

Benchmark 3.4: Evaluate strategies that promote human growth and development in children. (NASAFACS 4.2)		4	3	2	1	0
3.4.1	Evaluate the role of nurturance on human growth and development in children.					
3.4.2	Identify the role of healthy parental relationships and family structure to child growth and development.					
3.4.3	Analyze processes for building and maintaining interpersonal relationships that is beneficial to children.					
3.4.5	Analyze the role of communication on human growth and development in children.					
3.4.6	Analyze the role of educational, family and social services support systems and resources in addressing human growth and development needs of children.					

Benchmark 3.5: Enhance career readiness through applying knowledge and practicing appropriate skills in human growth and development of children. (NASAFACS 4.1, 4.3, 4.4, 13.3)		4	3	2	1	0
3.5.1	Demonstrate collaborative skills needed to meet the needs of children.					
3.5.2	Practice effective communication skills (e.g. children, parents, community leaders, agency directors).					
3.5.3	Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)					
3.5.4	Determine how science and technological advances are influencing children through the early years (e.g. medical advances, interaction with technology).					
3.5.5	Recognize that childcare providers have an impact on the national economy and global community.					

3.5.6	Examine the legal and licensing aspects in meeting the needs and care of children. (e.g. special needs populations, the homeless, foster, adopted, orphan, under guardianship, etc.)					
3.5.7	Use technology to advocate for the quality care of children.					
3.5.8	Summarize education, training, certifications and responsibilities of individuals engaged in human services careers (e.g. social work, teacher, family therapy and childcare provider, social services director, foster care, juvenile intervention officers, early childcare center directors, home care directors).					
3.5.9	Critique the physical and social environment to promote safety in family, community and early child related work settings					
3.5.10	Analyze benefits of professional organizations to the human services related professional.					

Kansas Human Services Cluster

Course:	Life Span Development	Course #:	45014	Credit:	0.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government and Public Administration (44.0401)				
Course Description:	Life Span Development prepares students for occupations associated with meeting the needs of people by learning about physical, intellectual, emotional and social development from childhood to death. In addition, this course helps students discover how individuals respond to the various stages of the life span with a strong tie to teen years, adulthood and later years.				

Directions: The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
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1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
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Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

COMPREHENSIVE STANDARD: 4.0 Analyze factors that influence human growth and development (NASAFACS 12.0 & 13.0)

Benchmark 4.1: Analyze principles of human growth and development across the life span. (NASAFACS 12.1)		4	3	2	1	0
4.1.1	Compare and contrast physical, emotional, social, and intellectual developmental theories (e.g. Levinson, Piaget, Vaillant, Neugarten, Erikson, Freud, Gardner, Pavlov etc.)					
4.1.2	Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.					
4.1.3	Analyze current and emerging research about human growth and development (including but not limited to brain development)					
4.1.4	Examine the milestones of aging (ie. Peaking and declining PIES (physical, intellectual, emotional & social abilities)					
4.1.5	Identify appropriate activities and expectations for lifespan development, including those with mental and developmental physical difficulties.					
4.1.6	Analyze the effects of change and transitions over the life course.					

Benchmark 4.2: Analyze conditions that influence human growth and development across the lifespan. (NASAFACS 12.2)	4	3	2	1	0
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4.2.1	Compare and contrast the effect of heredity and environment on human growth and development through the lifespan.					
4.2.2	Evaluate the impact of social, economic, and technological forces on individual growth and development through the years.					
4.2.3	Analyze the effects of gender, ethnicity and culture on meeting the needs of individuals in families, communities and at the workplace.					
4.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.					
4.2.5	Analyze geographic, political, and global influences on lifespan development.					

Benchmark 4.3: Evaluate strategies that promote lifespan development. (NASAFACS 12.3)		4	3	2	1	0
4.3.1	Evaluate the role of nurturance on life span development.					
4.3.2	Analyze the role of communication on life span development through the aging process.					
4.3.3	Analyze the social support services available to meet human needs.					

Benchmark 4.4: Analyze the determinants involved in meeting the needs of adults and the elderly. (NASAFACS 12.1, 12.3)		4	3	2	1	0
4.4.1	Identify the physical, emotional, social and intellectual needs of the elderly and how to meet them.					
4.4.2	Investigate the impact if PIES (Physical, Intellectual, Emotional, Social) needs are unmet in the senior citizens and special needs communities.					
4.4.3	Analyze processes for building and maintaining interpersonal relationships across the lifespan.					
4.4.4	Determine the role of family vs role of the adult care provider in meeting the needs of the elderly or special needs adults.					
4.4.5	Compare and contrast housing options to meet needs (e.g. dorm, multi-family homes, single family homes, age-in place, nursing home).					

Benchmark 4.5: Enhance career readiness through practicing skills appropriately. (NASAFACS 12.3 & 13.5)		4	3	2	1	0
4.5.1	Demonstrate collaborative skills with an emphasis on inter-generational connections.					
4.5.2	Implement effective communication skills with an emphasis on inter-generational connections.					
4.5.3	Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)					
4.5.4	Determine how science and technological advances are influencing individuals across the lifespan.					
4.5.5	Recognize that human service providers have an impact on the national economy and global community.					
4.5.6	Examine the legal and licensing aspects in meeting the needs of those in need of care (e.g. children, elderly, special needs populations, the homeless)					
4.5.7	Use technology to advocate for the quality care of people.					
4.5.8	Summarize education, training, certifications and responsibilities of individuals engaged in human services careers (e.g.social work, teacher, family therapy and childcare provider, social services director, foster care, juvenile intervention)					

	officers, early childcare center directors, home care directors, elderly care/health care providers).					
4.5.9	Identify benefits of professional organizations to the human services related professional (e.g. AAFCS, NAEYC, AGS, AAPD, NTACT, NFPA)					

Kansas Human Services Cluster

Course:	Relationships and Personal Awareness	Course #:	19260	Credit:	0.5
Pathways & CIP Codes:	Family, Community and Consumer Services (19.0799)				
Course Description:	Relationships and Personal Awareness provides students with ability to develop intrapersonal, interpersonal and cognitive competencies in personal, family and community settings. Students will analyze the impact of conditions that could influence the well-being of individuals, families and communities. Human services related career opportunities are incorporated throughout the course.				

Directions: The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Rating Scale:

- 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
- 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
- 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
- 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
- 0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

COMPREHENSIVE STANDARD: 41.0 Demonstrate intrapersonal, interpersonal, and cognitive competencies in personal, family, and community settings. (NASAFACS 1.0, 7.0 & 13.0)

Benchmark 41.1 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.		4	3	2	1	0
41.1.1	Demonstrate awareness of multiple diversities and their effects on individuals, families, and society. (e.g. socio-economic groups, gender, social status, race and ethnicity, spirituality)					
41.1.2	Analyze the effects of social and cultural diversity on individual and families.					
41.1.3	Analyze the effects of empathy for diversity on individuals in family, work, and community settings.					
41.1.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity, spirituality.					
41.1.5	Analyze the effects of globalization and increasing diversity on individuals, families, and society. (e.g. how organizations develop international influence)					

Benchmark 41.2 Analyze and evaluate functions and expectations of interpersonal and intrapersonal relationships. (NASAFACS 13.1)		4	3	2	1	0
41.2.1	Analyze processes for building and maintaining interpersonal relationships. (e.g. family, peer, dating, inter-generational)					
41.2.2	Predict the effects of various stages of the family life cycle on interpersonal relationships.					

41.2.3	Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.				
41.2.4	Analyze factors that contribute to healthy and unhealthy relationships. (e.g. power and control wheel)				
41.2.5	Evaluate processes and strategies for coping with unhealthy relationships. (e.g. local community resources, LMFT, LCMFT)				
41.2.6	Demonstrate stress management strategies for family, work, and community settings. (e.g. sensory, mindfulness, therapeutical, etc.)				

Benchmark 41.3 Analyze personal needs and characteristics and their effects on interpersonal relationships. (NASAFACS 13.2)		4	3	2	1	0
41.3.1	Analyze the effects of personal characteristics on relationships. (e.g. character traits, personal habits)					
41.3.2	Analyze the effect of personal need on relationships.					
41.3.3	Analyze the effects of self-esteem and self-image on relationships.					
41.3.4	Analyze the effects of life span events and conditions on relationships. (good stress vs. negative stress)					
41.3.5	Explain the effects of personal values and behaviors on interpersonal relationships. (realistic vs. unrealistic expectations)					
41.3.6	Apply the roles of decision making and problem solving in managing and/or preventing conflict.					

Benchmark 41.4 Demonstrate values and standards that guide behavior in interpersonal relationships. (NASAFACS 13.6)		4	3	2	1	0
41.4.1	Apply critical thinking and ethical criteria to evaluate interpersonal relationships. (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence)					
41.4.2	Apply ethical guidelines when assessing interpersonal issues and situations. (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence)					
41.4.3	Apply critical thinking and ethical standards when making judgments and taking action. (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence)					
41.4.4	Demonstrate ethical behavior in family, workplace, and community settings.					
41.4.5	Compare the relative merits of opposing points of view regarding current ethical issues.					

Benchmark 41.5 Demonstrate communication skills that contribute to positive relationships. (NASAFACS 13.3)		4	3	2	1	0
41.5.1	Analyze communication styles and their effects on relationships. (e.g. assertive, passive, aggressive, passive-aggressive, manipulative)					
41.5.2	Demonstrate verbal and nonverbal behaviors and attitudes across cultures that contribute to effective communication.					
41.5.3	Demonstrate effective listening and feedback techniques.					
41.5.4	Analyze strategies to overcome communication barriers in family, community, cultural and work settings.					
41.5.5	Apply ethical principles of communication in family, community, cultural and work settings. (e.g. confidentiality, age-appropriateness)					
41.5.6	Analyze the effects of technology on communications in family, work, cultural and community settings. (e.g. implications of social media, written vs verbal)					

Benchmark 41.6 Evaluate effective conflict prevention and management techniques. (NASAFACS 13.4)		4	3	2	1	0
41.6.1	Analyze the origin and development of attitudes and behaviors regarding conflict. (e.g. conflict with self, environment, others, special needs, etc.)					
41.6.2	Explain how similarities and differences among people affect conflict prevention and management. (e.g. nature vs nurture, cultural, heredity)					
41.6.3	Apply the roles of decision making and problem solving in reducing and managing conflict.					
41.6.4	Demonstrate nonviolent strategies that address conflict.					
41.6.5	Demonstrate effective responses to harassment. (e.g. coping & diffusing skills, legal ramifications)					
41.6.6	Assess community resources that support conflict prevention and management.					

Benchmark 41.7 Demonstrate teamwork and leadership skills in the family, workplace, and community. (NASAFACS 13.5)		4	3	2	1	0
41.7.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. (e.g. creating social norms, team building skills with specific purpose)					
41.7.2	Demonstrate strategies to motivate, encourage, and build trust in group members.					
41.7.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.					
41.7.4	Demonstrate techniques that develop team and community spirit.					
41.7.5	Demonstrate ways to organize and delegate responsibilities.					
41.7.6	Create strategies to integrate new members into the team.					
41.7.7	Demonstrate processes for cooperating, compromising, and collaborating.					

Benchmark 41.8 Analyze the impact of conditions that could influence the well-being of individuals and families. (NASAFACS 7.4)		4	3	2	1	0
41.8.1	Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being. (e.g. addictions, mental wellness, special needs, trauma, adverse childhood experiences)					
41.8.2	Analyze management and living environment issues of individuals and family conditions that influence their well-being.					
41.8.3	Analyze personal, social, emotional, economic, vocational, educational, and recreational issues of individuals and family conditions that influence their well-being.					
41.8.4	Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.					
41.8.5	Analyze situations which require crisis intervention.					
41.8.6	Summarize the appropriate support needed to address selected human services issues. (e.g. industry professionals, local resources)					

Benchmark 41.9 Evaluate services for individuals and families with a variety of conditions that could impact their well-being. (NASAFACS 7.5)		4	3	2	1	0
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41.9.1	Describe needs and accommodations for people with a variety of conditions that could affect their well-being. (e.g. addictions, mental wellness, special needs, trauma, adverse childhood experiences, grief)					
41.9.2	Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan.					
41.9.3	Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.					
41.9.4	Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.					
41.9.5	Identify ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.					
41.9.6	Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.					

Benchmark 41.10 Enhance career readiness through exploring and identifying careers applicable to personal, family, and community. (NASAFACS 1.2)		4	3	2	1	0
41.10.1	Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in personal, family and community settings.					
41.10.2	Identify responsibilities of individuals engaged in personal, family and community careers. (e.g. social work, teacher, family therapy, child-care provider, social services director, foster care, juvenile officers, early childcare center directors, home care directors)					
41.10.3	Summarize education & training of individuals engaged in personal, family and community careers.					
41.10.4	Explore certifications of individuals engaged in personal, family and community careers.					

Kansas Human Services Cluster

Course:	Family Studies	Course #:	19255	Credit:	0.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101)				
Course Description:	The Family Studies course explores the roles and responsibilities of parents such as how society, media, technology and diversity impact their ability to balance work and family. It also includes the development of children and parents as their earliest teacher. Parenting styles and family stages are explored as is the changing demographics which will change the face of the US family. Parenting and behavior guidance skills are strengthened through a study of positive family relationships, child abuse and neglect, safety, and health practices. Occupations related to meeting the needs of families will be analyzed. This course will promote the creation of healthy and sustainable families be they their own or those they work with.				

Directions: The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Comprehensive Standard: 5.0 Evaluate the significance of family and its effect on the well-being of individuals and society. (NASAFACS 2.0, 4.0, 6.0, 12.0, 13.0 & 15.0)

Benchmark 5.1: Analyze the effects of family as a system on individuals and society. (NASAFACS 6.1 & 15.1)		4	3	2	1	0
5.1.1	Analyze family as the basic unit of society (e.g. societal conditions).					
5.1.2	Analyze parenting roles across the life span.					
5.1.3	Analyze expectations and responsibilities of parenting.					
5.1.4	Explain cultural differences in roles and responsibilities of the family.					
5.1.5	Compare and contrast consequences of parenting styles on individual development and family systems.					
5.1.6	Analyze the role of family in developing independence, interdependence, and commitment of family members.					

Benchmark 5.2: Analyze physical and emotional factors related to beginning the parenting process. (NASAFACS 15.1 & 15.4)		4	3	2	1	0
5.2.1	Contrast family financial planning across the family life cycle.					
5.2.2	Examine biological impact of the health of the mother and father on conception, prenatal development and raising of					

	children.					
5.2.3	Explain the aspects of pregnancy on the family (PIES: Physical, Intellectual, Emotional, Social).					
5.2.4	Analyze biological processes & functions related to prenatal development, birth, and health of child and mother on family relationships.					
5.2.5	Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.					
5.2.6	Analyze parenthood options. (e.g. biological, fostering, adoption, surrogacy, etc.)					
5.2.7	Analyze legal and ethical impacts of current and emerging technology on fertility and parenthood.					

Benchmark 5.3: Evaluate parenting/caregiver practices that maximize human growth and development. (NASAFACS 12.3, 15.2)		4	3	2	1	0
5.3.1	Describe the family's role as primary educator of children.					
5.3.2	Investigate and analyze the role of guidance and discipline on child development (e.g. ABC-Antecedent, Behavior-functions of, Consequence).					
5.3.3	Distinguish between punishment and discipline/guidance techniques.					
5.3.4	Evaluate challenging situations and the skills needed to cope. (e.g. family stress, grief, divorce, illness, fear, disabilities etc.)					
5.3.5	Recognize abuse and neglect and promote research-based prevention strategies to address child abuse, elder abuse and domestic abuse.					
5.3.6	Examine global and environmental influences on family culture and traditions.					
5.3.7	Analyze community resources and services available to families.					
5.3.8	Analyze the ways family and consumer sciences careers assist the work of the family.					

NOTE: If Human Growth & Development-the Early Years is NOT taught, include Benchmark 3.4 in this course.

Benchmark 5.4: Analyze the determinants involved in meeting the needs of children. (NASAFACS 4.2)		4	3	2	1	0
5.4.1	Identify the physical, emotional, social and intellectual needs of children and how to meet them.					
5.4.2	Investigate the impact of not providing for the needs of children appropriately.					
5.4.3	Identify safety and health and wellness considerations for children					
5.4.4	Determine the role of the parent vs role of the childcare provider in meeting the needs of children.					
5.4.5	Examine the effects of life events and conditions on child and parent/caregiver relationships.					
5.4.6	Compare and contrast the different options when identifying appropriate care for children outside of the home.					
5.4.7	Identify age-appropriate activities and toys for all children (including those with special needs).					
5.4.8	Examine the milestones of children in relationship to parental and care giver expectations.					

NOTE: If Relationships & Self-Awareness is taught, Benchmark 5.3 can be eliminated.

Benchmark 5.5: Evaluate the roles and responsibilities of family across the life cycle. (NASAFACS 6.1)		4	3	2	1	0
5.5.1	Explain physical, emotional, social, and intellectual functioning in stable and unstable relationships.					
5.5.2	Identify the process for building and maintaining interpersonal relationships in families.					
5.5.3	Evaluate processes and strategies for handling unhealthy relationships.					
5.5.4	Analyze the effects of the family on the self-esteem and self-image of its members.					
5.5.5	Assess the similarities and differences of family members that influence conflict prevention and/or recovery.					
5.5.6	Apply the roles of decision making and problem solving in managing and/or preventing conflict.					

Benchmark 5.6: Determine role of external support systems to provide assistance to families. (NASAFACS 6.1)		4	3	2	1	0
5.6.1	Analyze family situations in which support systems would be beneficial (i.e. military families, single parent, socio-economic needs).					
5.6.2	Evaluate community resources and services (not-for-profit and for profit) available to promote family strength (mental, physical, social, emotional).					
5.6.3	Review current laws and policies related to parenting, family responsibilities and meeting children's needs.					

Benchmark 5.7: Enhance career readiness through practicing appropriate skills in family, community and work applications. (NASAFACS 2.6, 12.3 & 13.5)		4	3	2	1	0
5.7.1	Demonstrate communication and healthy relationship strategies that promote positive self-esteem in others.					
5.7.2	Enhance development of 21 st century process skills (i.e. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in family settings.					
5.7.3	Examine financial responsibilities in meeting the needs of the family.					
5.7.4	Demonstrate ethical decision making when making judgements and taking actions in family settings.					
5.7.5	Examine the impact of technology on family relationships (e.g. social media, cell phones, public posting of family information, online communication with family)					
5.7.6	Critique the physical and social environment to promote safety in family, community, human service and early child related work settings.					
5.7.7	Summarize education, training, certifications and responsibilities of individuals engaged in human development careers (e.g. social work, teacher, family therapy, childcare provider, social services director, foster care, juvenile officers, early childcare center directors, home care directors)					

Kansas Human Services Cluster

Course:	Nutrition & Wellness	Course #:	19253	Credit:	0.5
Pathways & CIP Codes:	Family, Community and Consumer Services (19.0799); Health Science (51.9999); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901)				
Course Description:	This course will examine components of interpersonal and intrapersonal well-being. Students will prepare for careers related to nutrition and wellness concepts by taking an in-depth look at various types of diets, nutrition information, and disease prevention to identify and apply healthy practices for a lifetime of wellness. Additionally, students will explore a variety of physical activities.				

Directions: The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

COMPREHENSIVE STANDARD: 7.0 Demonstrate nutrition, health and wellness practices that enhance individual and family well-being. (NASAFACS 9.0, 13.0 & 14.0)

Benchmark 7.1: Analyze factors that influence wellness across the life span (NASAFACS 14.1)		4	3	2	1	0
7.1.1	Explore the components of wellness. (e.g. Gallup's five elements of well-being, physical, intellectual, emotional, social, spiritual, vocational, financial and environmental)					
7.1.2	Identify the interrelationship of the components of wellness.					
7.1.3	Analyze the relationship of the physical, emotional, social and intellectual components of individual and family wellness.					
7.1.4	Compare and contrast nutritional and wellness challenges across the lifespan for individuals and families.					
7.1.5	Examine the impact of family culture, socio economic and local to global conditions on wellness practices (e.g. local sourcing, food availability, imported foods, etc.)					
7.1.6	Analyze the effects of social and cultural views on body image.					
7.1.7	Identify risky behaviors that affect health and wellness.					
7.1.8	Analyze data related to health and wellness to determine reliable and unreliable sources of nutrition, health and wellness information.					

7.1.9	Identify legislation, regulations and public policies related to personal wellness (e.g. health care, food inspection, labeling laws, bringing eating at home, and requirements for insurance)				
7.1.10	Summarize information about procuring and maintaining health care across the lifespan.				
7.1.11	Analyze options for creating sustainable wellness practices (e.g. water conservation, walking outside vs a treadmill)				

Benchmark 7.2: Demonstrate good nutrition, sound food preparation and selection to enhance healthy behaviors. (NASAFACS 9.3, 9.4, 9.6, 14.2, 14.3)		4	3	2	1	0
7.2.1	Analyze the impact of nutrients on health, appearance and peak performance.					
7.2.2	Identify the effects of diet fads, food addictions, and eating disorders on wellness.					
7.2.3	Compare and contrast food deficiencies and toxicities on mental and physical health (e.g. dementia, potassium/water deficiency).					
7.2.4	Analyze impact of food decisions on social wellness (e.g. aging, family table)					
7.2.5	Apply dietary guidelines in meal planning/food decisions to meet nutritional needs across the life plan (e.g. special diets, age specific considerations, seasonal foods)					
7.2.6	Analyze the relationship between knowing how to cook for prevention of diseases, and/or improvement of health conditions (e.g. obesity prevention, high blood pressure)					
7.2.7 **	**NOTE if Culinary Essentials is taught, you may skip this Demonstrate various cooking methods that increase nutritional value (e.g. broiling/steaming/baking vs frying, fresh vs frozen, food preservation to enhance healthier foods vs purchase premade foods with additives to increase shelf life)					
7.2.8 **	Practice food innovation, food preparation and sanitation skills to modify foods for improvement of health value (e.g. lower sodium, lower fat content, lower kcals, increase nutritional value of foods and/or other scenarios).					

Benchmark 7.3: Examine physical activity and how it relates to health and wellness. (NASAFACS 14.1)		4	3	2	1	0
7.3.1	Identify the positive benefits of physical activity across the lifespan.					
7.3.2	Explain the relationship between nutrition, physical activity and wellness.					
7.3.3	Implement and monitor a personal health plan, including nutrition and diet, wellness and fitness components.					

Benchmark 7.4: Examine the components of social and mental wellness. (NASAFACS 13.3, 13.5 & 14.1)		4	3	2	1	0
7.4.1	Analyze mental health factors that influence social health.					
7.4.2	Compare and contrast impact of stress on social interaction, physical health and mental wellness.					
7.4.3	Identify agencies and resources to address issues and assist those with health conditions (e.g. mental health, social health, physical health, and emotional health).					
7.4.4	Identify the warning signs of individuals at risk of mental health conditions.					
7.4.5	Determine the components of positive relationships in both social and family settings.					
7.4.6	Analyze influences on health decisions, including technology and the media (e.g. online medical websites, advertising, social media).					

7.4.7	Identify coping strategies to manage life issues.					
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Benchmark 7.5: Enhance career readiness through practicing appropriate skills in nutrition and wellness career applications. (NASAFACS 9.1, 9.5 & 9.6)		4	3	2	1	0
7.5.1	Demonstrate collaborative skills to address health and wellness concerns.					
7.5.2	Practice effective communication skills when sharing information about healthy living practices.					
7.5.3	Enhance development of process skills across all contexts (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)					
7.5.4	Determine how science and technological advances are influencing the availability, safety and nutritional value of foods.					
7.5.5	Apply thinking and practical problem-solving strategies to promote prevention of health and wellness issues.					
7.5.6	Create and share nutrition, health and/or wellness information using multiple modes of technology to advocate for good nutrition, health and/or wellness decisions.					
7.5.7	Summarize education, training, certifications and responsibilities of individuals engaged in nutrition, prevention health and wellness related careers (e.g. advocates, prevention education, intervention resource conduit)					
7.5.8	Analyze benefits of professional organizations to the nutrition, prevention health and wellness professional.					

Kansas Hospitality and Tourism Cluster

Course: Culinary Essentials

Course #: 16051 Credit: 0.5 cr CIP Codes:

Restaurant and Event Management (12.0504) Travel and Tourism (52.0901)

----Family, Community and Consumer Services (19.0799)

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

Student:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
Student Signature		Teacher Signature	

Directions: The following competencies are required for full approval of a course in a Family and Consumer Sciences Program. Check the appropriate number to indicate the level of competency reached for student evaluation.

Comprehensive Standard: 8.0 Integrate knowledge, skills, and practices required for careers linked with food production and culinary services.

Benchmark: 8.1 Demonstrate food safety and sanitation procedures.		3	2	1	0
8.1.1	Identify chemical, physical and biological hazards and the impact they have on food.				
8.1.2	Identify sources, symptoms, and prevention measures for the five reportable food illnesses as identified in KS food code (i.e. Norovirus, Hep A, Shigella, E Coli, & Salmonella)				
8.1.3	Demonstrate an understanding of the importance of food safety and sanitation to include: how foods become unsafe, good personal hygiene, controlling time and temperature, preventing cross contamination, cleaning and sanitizing, shipping and receiving, and how to safely prepare and store food.				
8.1.4	Demonstrate personal hygiene and grooming standards.				
8.1.5	Demonstrate calibration, use and sanitation of a cooking thermometer.				
8.1.6	Identify common food allergens (e.g. milk/dairy, eggs/egg products, fish/shellfish, wheat/gluten, soy/soy products and peanuts/tree nuts).				

Benchmark: 8.2 Demonstrate industry standards in selecting, using and maintaining food production areas and equipment.		3	2	1	0
8.2.1	Identify function of basic food tools, equipment and appliances used for producing and serving foods.				
8.2.2	Practice safety procedures while operating tools, equipment, and appliances				
8.2.38	Demonstrate proper procedures for cleaning, sanitizing, and the storage of equipment and food contact surfaces.				
8.2.4	Identify types of knives and cutting equipment used in the food production kitchen				
8.2.5	Demonstrate proper knife safety, sanitation, and maintenance.				

Benchmark: 8.3 Interpret information related to a standardized recipe.		3	2	1	0
8.3.1	Explain the role that standardized recipes play in maintaining product consistency.				
8.3.2	Identify different measuring systems and the abbreviations.				
8.3.3	Distinguish between solid and liquid measurements in the standard and metric systems.				
8.3.4	Utilize standard and metric weights and measures to demonstrate proper measuring techniques.				
8.3.5	Convert recipes to yield smaller and larger quantities.				
8.3.6	Identify basic conversions of measurements equivalents.				
8.3.7	Interpret information on a nutritional label, including impact of serving size.				

Benchmark: 8.4 Examine the principles of food production management and service methods.		3	2	1	0
8.4.1	Apply effective <i>mise en place</i> practices.				
8.4.2	Prioritize tasks to be completed.				
8.4.3	Demonstrate effective time management.				
8.4.4	Identify service concepts and service styles. .				
8.4.5	Identify the general rules of table settings and service (i.e. serve from the left & remove from the right)				
8.4.6	Evaluate how nutritional needs and personal preference effects food choices.				

Benchmark: 8.5 Demonstrate common food production skills.		3	2	1	0
8.5.1	Perform proper knife and cutting equipment production skills.				
8.5.2	Select the heat transfer method of conduction, conduction, and/or radiation to be used during food production.				
8.5.3	Identify the foods best suited for dry heat, moist heat and combination cooking methods.				
8.5.4	Practice techniques using dry heat, moist heat and combination cooking methods.				
8.5.5	Demonstrate food safety procedures during the food production process.				
8.5.6	Demonstrate basic food preparation of fruits, vegetables, dairy, grains, and a variety of animal and plant proteins.				
8.5.7	Compare quality, cost & consistency of convenience vs. from scratch products.				
8.5.8	Determine and describe techniques for food preparation that preserve nutrients.				

Benchmark: 8.6 Determine sanitation and safety of food environments		3	2	1	0
8.6.1	Analyze food related spaces in meeting sanitation and food safety codes and regulations (e.g. senior citizen home safety, early childhood centers, commercial kitchens in schools and/or for profit business).				
8.6.2	Compare and contrast home, commercial, and institutional food work environments to determine safety to self and others.				
8.6.3	Evaluate regulation documents as they related to a variety of applications across home and commercial food preparation spaces				

Benchmark: 8.7 Practice appropriate skills in classroom and work like situations to enhance career readiness.		3	2	1	0
8.7.1	Demonstrate appropriate use of reading, writing, listening, and speaking to communicate clearly.				
8.7.2	Practice appropriate social skills, manners and etiquette.				
8.7.3	Use leadership and teamwork skills in collaborating with others to accomplish goals and objectives.				
8.7.4	Solve problems using creativity, innovation and critical thinking skills independently and in teams.				
8.7.5	Know and understand the importance of professional ethics and legal responsibilities in culinary/food related applications.				
8.7.6	Practice employability skills (e.g. timeliness, responsibility, work ethic, cooperation).				
8.7.7	Investigate occupations related to the career pathway.				
8.7.8	Develop and/or organize a career portfolio (electronic or physical) to document knowledge, skills and experiences				

Cross-Walking Key: *National (2006)and **Kansas (2006) Family and Consumer Sciences Standards (\$) National Standards for Financial Literacy (▲) Assessed Indicator for Kansas Assessment Tests (R) Kansas Reading Curricular Standards; (MHS) Kansas Mathematics Curricular Standards—High School; (W) Kansas Writing Curricular Standards; (SC) Kansas School Counseling Standards; (H-G) Kansas History & Government; Economics & Geogaphy Curricular Standards; (S) Kansas Science Curricular Standards;(CC K&S ESS) Career Cluster Essential Knowledge and Skills; (CC K&S HMC) Career Cluster Human Services Cluster; (CC K&S HMPA) Career Cluster Human Services Pathway—Early Childhood (www.careerclusters.org)

Kansas Human Services Cluster

Course:	Leadership Service in Action	Course #:	19257	Credit:	0.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709)				
Course Description:	Leadership Service in Action empowers individuals to assume advocacy roles which support families, communities and consumers by researching social issues, developing and implementing an action plan, and applying decision making through civic engagement and service learning.				

Directions: The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Comprehensive Standard: 9.0 Synthesize knowledge, skills and practices in leading and advocating for the needs of people. (NASAFACS 6.0, 7.0, 12.0 and 13.0)

Benchmark 9.1: Analyze factors related to providing family and community services. (NASAFACS 7.2, 7.4, 7.5, 12.3)		4	3	2	1	0
9.1.1	Determine personal responsibility for self and family in relation to expectation of social intervention.					
9.1.2	Understand social responsibility for providing services to persons, families and communities in need.					
9.1.3	Analyze importance of accurate communication strategies and implications if not in place.					
9.1.4	Describe the structure of community based non-profit organizations and identify their manner of conducting business and achieving goals.					
9.1.5	Identify and evaluate resources in place to address needs of society.					
9.1.6	Compare and contrast social programs to meet the needs of those in need.					
9.1.7	Evaluate community services and resources to identify needs for improvement or promotion.					

Benchmark 9.2: Practice individual skills to prepare for roles in family, school, community and work settings. (NASAFACS 6.2, 7.3)		4	3	2	1	0
9.2.1	Analyze and apply decision-making skills through classroom, personal, community and work-related experiences.					
9.2.2	Apply problem solving and critical creative thinking to predict outcomes of personal decisions					
9.2.3	Practice techniques for conflict resolution in human services applications.					

9.2.4	Identify a personal vision for work and life, comparing it to the vision process of non-profit agencies and community agencies.				
9.2.5	Design and carry out a planned individual goal.				
9.2.6	Communicate, participate and advocate effectively in pairs, small groups and teams in order to reach common goals.				

Benchmark 9.3: Utilize leadership and teamwork skills to address advocacy for others. (NASAFACS 7.3, 7.4 & 7.5)		4	3	2	1	0
9.3.1	Analyze the characteristics of successful community, agency and volunteer leaders.					
9.3.2	Determine role of trust, honesty, empathy and ethics in the human services field.					
9.3.3	Demonstrate ability to meet complex responsibilities of leader and follower roles.					
9.3.4	Understand advocacy and the process of making change happen					
9.3.5	Understand the system to advocate on the local, state, national and international levels.					
9.3.6	Demonstrate a working knowledge of parliamentary procedure and role to move toward goal achievement.					
9.3.7	Organize a group effort to influence decisions that impact others in a positive manner.					
9.3.8	Develop a strategic plan and implement that plan to meet advocacy goals.					
9.3.9	Participate in advocacy work related to an agency or organization strategic plan.					
9.3.10	Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.					
9.3.11	Analyze situations which require crisis intervention.					
9.3.12	Summarize the appropriate support needed to address selected human services issues.					
9.3.13	Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.					
9.3.14	Demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.					
9.3.15	Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.					

Benchmark 9.4: Enhance career readiness through practicing appropriate skills in family, community and work applications. (NASAFACS 7.1 & 7.3)		4	3	2	1	0
9.4.1	Enhance development of 21 st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)					
9.4.2	Demonstrate collaborative skills to meet the needs of people across the life span.					
9.4.3	Demonstrate ability to work with diverse groups successfully.					
9.4.4	Conduct self in a professional manner in practical human service settings, organizational forums and when working with decision-making bodies.					
9.4.5	Train others to follow established rules and expectations by sharing rationale and consequences of non –compliance.					

9.4.6	Demonstrate ethical use of technology for advocacy purposes.					
9.4.7	Analyze benefits of professional organizations to enhance advocacy efforts and leadership development.					

Kansas Human Services Cluster

Course:	Community Connections	Course #:	19297	Credit:	0.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Child Development & Services (19.0709); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901); Government and Public Administration (44.0401)				
Course Description:	Community Connections provides community based/school based learning experiences typically within the family and consumer sciences classroom. Learning goals are set by the student, teacher and community partners to create experiences and/or discussions to enhance the development of the workplace skills (e.g. leadership, empathy, communication, problem solving, cooperation, critical thinking, and resource management) needed to be successful in service related careers. **This course has a pre-requisite of a 1.0 credit within Human Services Cluster Pathways courses.				

Directions: The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

COMPREHENSIVE STANDARD: 10.0 Demonstrate transferable knowledge, attitudes, and technical and employability skills in community settings.

(National Standard 1.0, 7.0 & 13.)

Benchmark 10.1: Analyze career paths within family and consumer sciences which align to personal goals and attainment. (NASAFACS 1.2)		4	3	2	1	0
10.1.1	Analyze opportunities for employment and entrepreneurial endeavors within Family and Consumer Sciences (Human Services and others) in community settings.					
10.1.2	Summarize education and training requirements and opportunities for careers in family and consumer sciences.					
10.1.3	Enhance job acquisition skills through authentic experiences linked to employment in family and consumer sciences careers.					
10.1.4	Analyze the role of professional organizations in family and consumer sciences to enhance professional success.					

Benchmark 10.2: Investigate factors related to providing individual, family and community services across family and consumer sciences fields. (NASAFACS 1.3)		4	3	2	1	0
10.2.1	Analyze professional, ethical, legal, and safety issues that confront employees in the community settings of family and consumer sciences careers.					
10.2.2	Identify licensing laws and regulations that affect providing services in community settings. related to family and consumer sciences					
10.2.3	Compare and contrast the roles and responsibilities of local, state, and national agencies and informal support resources providing individual, family and community services.					
10.2.4	Summarize the rights and responsibilities of clients and their families.					
10.2.5	Analyze effective individual and family advocacy and self-advocacy strategies to address diverse challenges facing family and consumer sciences professionals working in community resource settings.					
10.2.6	Identify community opportunities to network and form partnerships in addressing community or client- issues.					

Benchmark 10.3: Demonstrate appropriate communication skills that contribute to positive relationships in community applications. (NASAFACS 1.2 & 13.3)		4	3	2	1	0
10.3.1	Use appropriate communication modes/strategies for the most effective outcome.					
10.3.2	Practice respectful interrelationships with sensitivity to gender, equity, age, culture and ethnicity in community applications.					
10.3.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly in community applications.					

Benchmark 10.4: Demonstrate leadership, citizenship, and teamwork skills required for success in the family and community settings. (NASAFACS 1.2 & 7.3)		4	3	2	1	0
10.4.1	Demonstrate quality work and effective communication in community settings.					
10.4.2	Practice ethical decision making in all situations.					
10.4.3	Determine the most appropriate response to situations based on legal and ethical considerations.					

Benchmark 10.5: Analyze strategies to manage the multiple individuals, family, career, and/or community roles and responsibilities. (NASAFACS 1.2)		4	3	2	1	0
10.5.1	Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experience.					
10.5.2	Practice balancing work (school) and personal life responsibilities.					
10.5.3	Demonstrate personal stress management strategies					

Benchmark 10.6: Demonstrate professional behaviors, skills, and knowledge in family and consumer sciences related settings. (NASAFACS 1.2)		4	3	2	1	0
10.6.1	Follow rules, regulations, and policies established by the school, community or related entities during family and consumer					

	sciences events and activities.					
10.6.2	Demonstrate professional and ethical collaborative relationships with teachers, fellow students, family and/or community members.					
10.6.3	Complete accurate project and/or work-related documents and submit in a timely manner to appropriate leaders.					
10.6.4	Analyze personal strengths, needs, preferences, and interests through formal and informal assessment practices.					
10.6.5	Demonstrate safe use of technology in protecting identify of self and others.					

Benchmark 10.7: Enhance effective prevention and management techniques in a variety of settings. (NASAFACS 13.4 & 13.5)		4	3	2	1	0
10.7.1	Apply critical thinking, intelligent decision making and problem solving to prevent conflicts while addressing community or client issues.					
10.7.2	Practice 21 st century process skills successfully (i.e. decision making, problem solving, goal setting, management, creativity, critical thinking, leadership, cooperation)					
10.7.3	Analyze the physical and social environments to reduce potential conflicts and promote safety in community settings.					

Kansas Human Services Cluster

Course:	Career Connections	Course #:	19298	Credit:	0.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Child Development & Services (19.0709); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901); Fashion, Apparel, Interior Design- FAID (50.0499) and Public Administration (44.0401)				
Course Description:	Career Connections provides human services/family and consumer sciences related work-based learning experiences (paid or unpaid) outside the traditional classroom. Learning goals are set by the student, teacher and employer/adult mentor to create field experiences and/or discussions related to human services/ family and consumer sciences occupational technical skills. **This course has a pre-requisite of a 1.0 credit within Human Services Cluster Pathways courses.				

Directions: The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Rating Scale:

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

NOTE: If Community Connections (#19297) was completed prior to enrollment in Career Connections, some competencies are optional for inclusion. (Refer to benchmark/competencies below for indication of * which may be omitted.)

COMPREHENSIVE STANDARD: 11.0 Demonstrate transferable knowledge, attitudes and technical and employability skills in FCS related work based settings. (NASAFACS 1.0, 13.0)

Benchmark 11.1: Explore career paths within a specific Family and Consumer Sciences field. * (NASAFACS 1.2)		4	3	2	1	0
11.1.1	Compare and contrast the differences and similarities of non-profit and profit based work settings.					
11.1.2	Analyze local opportunities for employment and entrepreneurial endeavors in Family and Consumer Sciences careers. *					
11.1.3	Summarize education and training requirements and opportunities for careers in Family and Consumer Sciences. *					
11.1.4	Demonstrate job acquisition skills to gain work-based learning opportunities and employment in Family and Consumer Sciences careers. *					
11.1.5	Analyze the role of professional organizations aligned to a Family and Consumer Sciences field to enhance personal success.*					
11.1.6	Analyze all aspects of a selected Family and Consumer related industry.					

Benchmark 11.2: Investigate factors relating to providing individual, family and community services in a specific Family and Consumer Sciences field.* (NASAFACS 1.3)		4	3	2	1	0
11.2.1	Analyze professional, ethical, legal, and safety issues that confront employees in Family and Consumer Sciences careers.					
11.2.2	Identify licensing laws and regulations that impact work performed within Family and Consumer Sciences experiences.					
11.2.3	Compare and contrast local, state, and national agencies and informal support resources providing individual, family and community services*					
11.2.4	Summarize the rights and responsibilities of clients and their families for a selected FCS Career. *					
11.2.5	Analyze strategies used to address the diverse challenges of a specific Family and Consumer Sciences related work-based experience *					
11.2.6	Analyze the role of non-profit groups in working with for profit work-based businesses to address family and community needs *					

Benchmark 11.3: Demonstrate appropriate communication skills that contribute to positive relationships in the workforce. (NASAFACS 13.3)		4	3	2	1	0
11.3.1	Use appropriate communication modes/strategies for the most effective outcome.					
11.3.2	Practice respectful behavior in identified occupational setting(s) (with regard to gender, equity, age, culture and/or ethnicity as appropriate in setting experiences).					
11.3.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly on the job.					

Benchmark 11.4 Demonstrate leadership, citizenship, and teamwork skills required for success in the workplace settings. (NASAFACS 13.5)		4	3	2	1	0
11.4.1	Demonstrate quality work and effective communication in the workplace.					
11.4.2	Practice ethical decision making in all situations.					
11.4.3	Determine the most appropriate response to workplace situations based on legal and ethical considerations.					

Benchmark 11.5 Analyze strategies to manage the multiple individuals, family, career, and/or community roles and responsibilities. (NASAFACS 1.1)		4	3	2	1	0
11.5.1	Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experience in a Family and Consumer Sciences career field.					
11.5.2	Practice balancing work, school and personal life responsibilities.					
11.5.3	Analyze stress management strategies for balancing personal, work, and community responsibilities. *					

Benchmark 11.6 Demonstrate professional behaviors, skills, and knowledge in Family and Consumer Sciences related work settings. (NASAFACS 1.2)		4	3	2	1	0
11.6.1	Follow rules, regulations, and works site policies that affect employer, employee, participant, and family rights and responsibilities.					

11.6.2	Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.					
11.6.3	Use critical and creative thinking to address authentic problems and/or conflicts in the workplace.					
11.6.4	Complete accurate work and reporting documents which are submitted in a timely manner to appropriate supervisors.					
11.6.5	Demonstrate safe and appropriate use of technology to protect identity of self and others.					
11.6.6	Reflect upon personal strengths, weaknesses, preferences, and interests through formal and informal assessments regarding job satisfaction and additional work related skill development needed to enhance future success in FCS careers.					

Benchmark 11.7 Enhance effective employability skills in work environments. (NASAFACS 1.2)		4	3	2	1	0
11.7.1	Demonstrate effective communication skills in work related situations.					
11.7.2	Apply 21 st century process skills in workforce assignments successfully (i.e. decision making, problem solving, goal setting, leadership, management, creativity, critical thinking, and cooperation).					
11.7.3	Analyze the physical and social environments of a workplace to reduce potential conflict and promote positive work climate.*					

For more information, contact:
Helen Swanson
Education Program Consultant
Career, Standards and Assessments
785-296-4912
hswanson@ksde.org