

HUMAN SERVICES CAREER CLUSTER DESIGN

Early Childhood Development & Services Pathway – CIP Code 19.0709

Approved Pathway:

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

INTRODUCTORY LEVEL

Career & Life Planning	22207	.5 credit
Intro to Family and Consumer Sciences	45001	1 credit

TECHNICAL LEVEL *(Select a strand at the division)*

Leadership Service in Action	22255	.5 credit
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(Must teach all courses in the column of your choice)

<u>*Orientation to Early Childhood Development</u>	19051	1 credit	<u>*Human Growth & Dev. A</u>	45004	.5 credit
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			<u>*Human Growth & Dev. B</u>	45014	1 credit
			<u>*Family Studies</u>	22208	.5 credit
<u>*Foundations to Early Childhood Development</u>	19052	1 credit	<u>*Foundations to Early Childhood Development</u>	19052	1 credit

APPLICATION LEVEL

Early Childhood Application	19098	1 credit
Community Connections	22270	.5 credit
Career Connections	22275	.5 credit

*Required for Pathway approval.

Kansas Human Services Cluster

Course: Career & Life Planning

Course: #22207 Credit: .5 cr

CIP Codes: Family:19.0799; Early Child: 19.0709; Teach: 13.0101;
 Government: 44.0401; Travel: 52.0901; Restaurant: 12.0504; Visual Arts: 50.0499

Rating Scale:

- 3 Skilled- Works Independently
- 2 Limited Skills/Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor training

Learner: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____		Completion Date: _____	
		Graduation Date: _____	
Learner Signature _____		Teacher Signature _____	

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COMPREHENSIVE STANDARD: 2.0. Evaluate management practices related to human, economic and environmental resources. (FCS1.0 & FCS2.0)

Benchmark: 2.1 Analyze strategies to balance multiple roles and responsibilities (individual, family, and career).		3	2	1	0
2.1.1	Compare and contrast occupations that fit individual interests and personal life goals (i.e. interest survey results).				
2.1.2	Research, and evaluate information to set SMART personal and family goals. .				
2.1.3	Apply fundamental knowledge of cost benefits related to personal and family goal achievement.				
2.1.4	Summarize local and global policies, issues, and trends in the workplace and community that affect individuals.				
2.1.5	Analyze the effects of social, economic, and technological change on work and family dynamics (i.e. dual career families, work at home trends, job splits, gender roles).				
2.1.6	Analyze ways that individual career plans can affect the family's capacity to meet goals for other family members.				
2.1.7	Predict potential impact of career path decisions on balancing work and family responsibilities.				
2.1.8	Identify community and human resources for meeting individual and family needs (i.e. personal knowledge, non-profit agencies, educational institutions,).				
2.1.9	Practice solving real-world problems related to career /life goal setting and life balance. (i.e. meal planning, family budgeting, daily work juggling).				

Benchmark: 2.2 Enhance job application and retention.		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	Practice public speaking skills to build personal confidence and enhance employability.				
2.2.3	Demonstrate job seeking skills.				
2.2.4	Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately.				
2.2.5	Assess health, wellness, and work safety considerations of the worker in a variety of careers.				
2.2.6	Analyze the impact of an individual's career decision on personal goals, relationships, financial benefit, and the impact on the national and global community (.as in picking one field over another).				
2.2.7	Demonstrate teamwork and leadership skills in family, school, and community settings (e.g. FCCLA experience).				
2.2.8	Demonstrate respect for others regardless of age, gender, socio-economic or culture.				

Benchmark: 2.3 Enhance career readiness through practicing appropriate skills in classroom, community and family situations.		3	2	1	0
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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 and science (as appropriate) principles when addressing career and life goals.				
2.3.7	Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences.				
2.3.8	Establish a personal 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 (i.e. practice internet ethics, avoid identify theft)				
2.3.10	Critique the physical and social environment to reduce conflict and promote safety in family and community settings				
2.3.11	Identify personal rights and responsibilities as an employee and how to address violations.				

Kansas Human Services Cluster

Course: Human Growth & Development A

Course: #45004 Credit: .5 cr

CIP Code: Family: 19.0799; Teach 13.0101; Early Child:19.0709; Government: 44.0401

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- 1 Skill Undeveloped
- 0 No exposure, instruction nor 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 and Education and Training Clusters. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

COMPREHENSIVE STANDARD: 3.0 Analyze factors that influence human growth and development. (FCS12.0 & FCS13.0)

Benchmark: 3.1 Analyze principles of human growth and development.		3	2	1	0
3.1.1	Identify physical, emotional, social, and intellectual developmental theories across the lifespan.				
3.1.2	Examine the interrelationships among physical, emotional, social, and intellectual aspects of human growth and development across the life span.				
3.1.3	Analyze current and emerging research about child growth and development, including brain development and prenatal technology.				
3.1.4	Examine biological processes related to prenatal development, birth and health of the child to impact on future success.				
Benchmark: 3.2 Analyze conditions that influence child growth and development.		3	2	1	0
3.2.1	Compare and contrast the effect of heredity and environment on human growth and development from birth to death.				
3.2.2	Identify the role of healthy parental relationships and family structure to child growth and development.				
3.2.3	Analyze processes for building and maintaining interpersonal relationships that is beneficial to children.				
3.2.5	Evaluate the impact of social, economic, and technological forces on the growth and development of children.				
3.2.6	Analyze the effects of gender, ethnicity and culture on children.				
3.2.7	Critique the physical and social environment to promote safety in family, community and early child related work settings				
Benchmark: 3.3 Evaluate strategies that promote growth and development across the life span.		3	2	1	0
3.3.1	Evaluate the role of nurturance on human growth and development.				
3.3.2	Analyze the modes of communication on human growth and development of all people (i.e. healthy as well as those with speech/vision/hearing disabilities).				
3.3.3	Compare and contrast the role of family, and that of social services support systems in meeting the needs of children.				
3.3.4	Identify age-appropriate activities and toys for all children (including those with special needs).				
Benchmark: 3.4 Analyze the determinants involved in meeting the needs of children.		3	2	1	0
3.4.1	Identify the physical, emotional, social and intellectual needs of children and how to meet them.				
3.4.2	Investigate the impact of not providing for the needs of children appropriately.				

3.4.3	Determine the role of the parent vs role of the child care provider in meeting the needs of children.				
3.4.4	Examine the effects of life events and conditions on child and parent/caregiver relationships.				
3.4.5	Compare and contrast the different options when identifying appropriate care for children outside of the home.				

Benchmark: 3.5 Enhance career readiness through practicing appropriate skills in family, community and work applications.		3	2	1	0
3.5.1	Demonstrate collaborative skills to meet the needs of people across the life span..				
3.5.2	Practice effective communication skills in family, community and work settings (including children, parents, community leaders, agency directors).				
3.5.3	Enhance development of 21 st century process skills (i.e. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)				
3.5.4	Determine how science and technological advances are influencing the development of children.				
3.5.5	Recognize that child care services and education providers has an impact on the national economy and global community.				
3.5.6	Examine the legal and licensing aspects in meeting the needs of all children.				
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 development careers (i.e. 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	Analyze benefits of professional organizations to the early childhood related professional..				

Kansas Human Services Cluster

Course: Leadership Service in Action

Course # #22255 Credit: .5 cr

CIP Codes: Family: 19.0799; Early Child: 19.0709

Rating Scale:

- 3 Skilled- Works Independently
- 2 Limited Skills- Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor training

Learner: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____	Completion Date: _____	Graduation Date: _____	
Learner Signature _____		Teacher Signature _____	

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Comprehensive Standard: 9.0 Synthesize knowledge, skills and practices in leading and advocating for the needs of people. (FCS4.0, FCS 6.0, FCS7.0, FCS 12,0 and FCS13.0)

Benchmark:9.1 Analyze factors related to providing family and community services.		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 in human services 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.		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		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.				

Benchmark: 9.4 Enhance career readiness through practicing appropriate skills in family, community and work applications.		3	2	1	0
9.4.1	Enhance development of 21 st century process skills (i.e. 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	Determine how science and technological advances are influencing the development of children.				
9.4.6	Recognize that child care services and education providers has an impact on the national economy and global community.				
9.4.7	Train others to follow established rules and expectations by sharing rationale and consequences of non-compliance.				
9.4.8	Demonstrate ethical use of technology for advocacy purposes.				
9.4.9	Analyze benefits of professional organizations to enhance advocacy efforts and leadership development.				

Kansas Human Services Cluster Early Childhood Education & Services Pathway Course: Orientation to Early Childhood Education CIP Code: 19.0709 Course Code # 19051 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, and community situations. (CC K&S)		3	2	1	0
0.1.1	Writes effectively for a variety of audiences, purposes, and contexts. (narrative, expository, technical, persuasive) (W1.4▲)				
0.1.2	Use information to locate, comprehend, make inferences, and draw conclusions. (M) (R1.4.2▲)				
0.1.3	Generate and/or solve multi-step real-world problems with real numbers and mathematical concepts. (M1.4.A1a, b, d▲) (\$)				
0.1.4	Research, apply, and evaluate information to accomplish tasks. (CC K&S) (SC CD 2.1)				

Communications

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

Problem Solving, Dilemma Solving, and Critical Thinking

Benchmark: 0.3 Apply thinking and problem-solving processes to personal, professional and community issues. (21 st) (SC AD 1.2)		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 ESS 03.01.04)				

Information Technology Applications

Benchmark: 0.4 Use technology to access, manage, integrate, and create information. (CC K&S)		3	2	1	0
0.4.1	Use information technology tools to manage and perform work (school) responsibilities. (CC K&S Essential Skill 04.02.01)				
0.4.2	Identify and use a variety of web-based tools for real world application involving global communication for collection and dissemination of information.				
0.4.3	Use technology to locate, analyze, manipulate, and interpret information in a knowledge economy. (CC K&S) (21 st) (S5 1.1▲)				

Safety, Health, and Environmental

Benchmark: 0.5 Evaluate potential hazardous situations to defuse them and determine intervention strategies. (CC K&S)		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, and cyberspace). (CC K&S) (21 st) (SC P/SD 3.1)				

Leadership, Teamwork, Ethics and Legal Responsibilities

Cross-walking Key: (*) National Family & Consumer Sciences Standards (2008) (CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (M) Kansas Mathematics Curricular Standards (H-G) Kansas History & Government; Economics & Geography Curricular Standards

(\$) National Standards for Financial Literacy (21st) 21st Century Learning Skills (www.21stcenturyskills.org) (W) Kansas Writing Curricular Standards (I-VIII) KS/MOCORE Competencies (see guidance doc)

(▲) Assessed Indicator for Kansas Assessment Tests (R) Kansas Reading Curricular Standards (SC) Kansas School Counseling Standards (S) Kansas Science Curricular Standards

Benchmark: 0.6 Demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and community. (*13.5) (21 st)		3	2	1	0
0.6.1	Demonstrate quality of work and effective communication regardless of diversity and cultural differences. (21 st)				
A 0.6.2	Determine the most appropriate response to workplace (school) situations based on legal and ethical considerations. (CC K&S ESS 08.01.05)				

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) (21 st)		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 ESS 04.0.01) (*4.1.5)				
0.7.2	Recognize that individual career path has an impact on the national and global community.				

Technical Skills

COMPREHENSIVE STANDARD 4.0 Integrate knowledge, skills, and practices required for careers in early childhood education, education, and human services. (*4.0)

Benchmark: 4.1 Examine career paths within early childhood education, education and related services. (*4.1)		3	2	1	0
4.1.1	Analyze career paths within human services. (*3.1.1; 4.1.1; 7.1.1)10.C				

Benchmark: 4.2 Analyze developmentally appropriate practices in early childhood education. (*4.2)		3	2	1	0
4.2.1	Identify the ages and stages of the development of children.				
4.2.2	Understand methods effective to help children express their feelings in positive ways. (II-PSD3a) (*4.2.5)				
4.2.3	Identify process needed to promote creative expression. (II-PCE2a)4.F				
4.2.4	Acknowledge that children develop at their rate. (III-COA1a)				
4.2.5	Understand appropriate procedures of child observation. (III-COA2c)				
4.2.6	Maintain confidentiality regarding observations and assessments. (III-COA1c)(*4.6.2)				
4.2.7	Communicate observation findings in written and oral form. (III-COA2d)1.9				

Benchmark: 4.3 Analyze curriculum and instruction to meet children's developmental needs. (*4.3) (KPES#6)		3	2	1	0
4.3.1	Identify appropriate activities for all children (including those with special needs). (I-CGD1e) 3.A				
4.3.2	Identify leading child development theorists. (I-CGD3a) (*4.2.1)				

Benchmark: 4.4 Develop skills needed to ensure a safe and healthy learning environment for children. (*4.4) (KPES#5)		3	2	1	0
4.4.1	Describe the family's role as primary educator. (IV-RF1a)(*15.1.1)2.C				
4.4.2	Identify strategies to promote positive communication and relationships with families. (IV-RF1b)3.B				
4.4.3	Identify the varying structure children's families. (IV-RF1c)2.C				
4.4.4	Identify community resources that support and assist families in a variety of situations. (IV-UCR1a)(*15.3.1)4.C				
4.4.5	Analyze the role of volunteers as valuable community resources. (IV-UCR1b)4.F				
4.4.6	Demonstrates basic first aid knowledge in the event of minor injuries. 4.F				
4.4.7	Understands regulations regarding the health and safety of children. (V-KR1c)(*4.4.2)4.F				
4.4.8	Identify safety equipment required to ensure safety of children (i.e. smoke detector, fire extinguisher, door latches, window locks, child safe drawers/outlet covers/toilets, etc.). (V-KR2a)(*4.4.1)4.F				
4.4.9	Analyze disaster plans and drills for appropriateness in child care related facilities. (V-KR1e)(*4.4.1)4.F				
4.4.10	Identify age-appropriate safe toys. (II-CLE2e; V-ES1b)(*4.4.1)4.F				
4.4.11	Practices appropriate hand-washing techniques. (V-RH1a)(*4.4.2)				
4.4.12	Identify appropriate procedures for meeting the needs of children (i.e. toileting, nutrition, injuries). (V-RH1c & 1e; V-N1c & 2a;)(*4.4.2)4.F				

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(▲) Assessed Indicator for Kansas Assessment Tests (R) Kansas Reading Curricular Standards (SC) Kansas School Counseling Standards (S) Kansas Science Curricular Standards

4.4.13	Implement practices to avoid/control blood-borne pathogens to ensure safety of adults and children. (V-RH1d)(*4.4.6)4.A				
4.4.14	List signs of illness, abuse and neglect. (V-RH1f)(*4.4.5)4.C				
4.4.15	Recognize health hazards at meal/snack time (choking, allergies, age-appropriate foods). (V-N1d)(*4.4.4)6.B				
Benchmark: 4.5 Evaluate techniques to promote positive relationships with children. (*4.5)		3	2	1	0
4.5.1	Explore common problem behaviors and appropriate solutions. (VI-PIG1f)(*4.5.2)2.E				
Benchmark: 4.6 Demonstrate professional practices and standards related to working with children. (*4.6)		3	2	1	0
4.6.1	Identify attributes of a good role model. (VIII-DPP1a)				
4.6.2	Exhibits good hygiene and personal appearance. (VIII-DPP1b) 7.A				

Additional comments: _____

Kansas Human Services Cluster**Early Childhood Education & Services Pathway****Course: Foundations to Early Childhood Education (Technical)****CIP Code: 19.0709 Course Code #19052**

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, and community situations. (CC K&S)		3	2	1	0
0.1.1	Writes effectively for a variety of audiences, purposes, and contexts. (narrative, expository, technical, persuasive) (W1.4▲)				
0.1.2	Use information to locate, comprehend, make inferences, and draw conclusions. (M) (R1.4.2▲)				
0.1.3	Generate and/or solve multi-step real-world problems with real numbers and mathematical concepts. (M1.4.A1a, b, d▲) (\$)				
0.1.4	Research, apply, and evaluate information to accomplish tasks. (CC K&S) (SC CD 2.1)				

Communications

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

Problem Solving, Dilemma Solving, and Critical Thinking

Benchmark: 0.3 Apply thinking and problem-solving processes to personal, professional and community issues. (21 st) (SC AD 1.2)		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 ESS 03.01.04)				

Information Technology Applications

Benchmark: 0.4 Use technology to access, manage, integrate, and create information. (CC K&S)		3	2	1	0
0.4.1	Use information technology tools to manage and perform work (school) responsibilities. (CC K&S Essential Skill 04.02.01)(*2.4)				
0.4.2	Identify and use a variety of web-based tools for real world application involving global communication for collection and dissemination of information.				
0.4.3	Use technology to locate, analyze, manipulate, and interpret information in a knowledge economy. (CC K&S) (21 st) (S5 1.1▲) (*2.4.3)				

Safety, Health, and Environmental

Benchmark: 0.5 Evaluate potential hazardous situations to defuse them and determine intervention strategies. (CC K&S)		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, and cyberspace). (CC K&S) (21 st) (SC P/SD 3.1)				

Leadership, Teamwork, Ethics and Legal Responsibilities

Cross-walking Key: (*) National Family & Consumer Sciences Standards (2008) (\$) National Standards for Financial Literacy (▲) Assessed Indicator for Kansas Assessment Tests
 (CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (21st) 21st Century Learning Skills (www.21stcenturyskills.org) (R) Kansas Reading Curricular Standards
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 (H-G) Kansas History & Government; Economics & Geography Curricular Standards (I-VIII) KS/MO Core Competencies (see guidance doc) (S) Kansas Science Curricular Standards

Benchmark: 0.6 Demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and community. (*13.5) (21 st)		3	2	1	0
0.6.1	Demonstrate quality of work and effective communication regardless of diversity and cultural differences. (21 st)				
0.6.2	Determine the most appropriate response to workplace (school) situations based on legal and ethical considerations. (CC K&S ESS 08.01.05)				

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) (21 st)		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 ESS 04.0.01) (*4.1.5)				
0.7.2	Recognize that individual career path has an impact on the national and global community.				

Technical Skills

COMPREHENSIVE STANDARD: 4.0 Integrate knowledge, skills, and practices required for careers in early childhood education, education, and human services. (*4.0)

Benchmark: 4.1 Examine career paths within early childhood education, education and related services. (*4.1)		3	2	1	0
4.1.1	Research career paths within early childhood development and services. (* 4.1.1)10.C				
4.1.2	Explore opportunities for employment and entrepreneurial endeavors. (* 4.1.2) 10.A				
4.1.3	Reflect on experiences with children to determine strengths and weaknesses of Professional Skills (VIII-OPG 1a & 1b) 6E				

Benchmark: 4.2 Apply developmentally appropriate practices in early childhood education. (*4.2)		3	2	1	0
4.2.1	Compare and contrast leading child development theories. (I-CGD3a) (*4.2.1)				
4.2.2	Analyze child development theories to determine how children learn (relate to ages and stages) (I-CGD1a & 2a) 7.C				
4.2.3	Identify risk factors, delays, or disabilities that may indicate a need for special services. (*4.2.4)(I-CGD2d)2.C				
4.2.4	Determine impact of stress, separation, and transition that affect children's social development. (*4.5.5)(II-PSD1c)				
4.2.5	Analyze assessment methods used to observe and interpret children's growth and development. (* 4.2.2)				
4.2.6	Identify cultural and environmental influences that impact children's development. (* 4.2.3)(I-CGD1d)				
4.2.7	Observe and summarize a children's developmental progress. (III-COA2b & 2c) (*4.2.2) 4.C				

Benchmark: 4.3 Analyze curriculum and instruction to meet children's development needs. (*4.3) (KPES#6)		3	2	1	0
4.3.1	Analyze strategies that promote age appropriate growth and development. (* 4.2.5) 6.E				
4.3.2	Identify activities (including art, music, nature/animal and food related) that promote intellectual, social, physical, emotional and moral development. (*4.3.5)(I-CGD3a)				
4.3.3	Explore the role of play in the development of children.(I-CGD1b)				
4.3.4	Determine age-appropriate activities for children (including those with special needs). (*4.2.5) (II-CLE2e)				
4.3.5	Develop an age-appropriate experience and teach it to childred (i.e. safety issue social issue, moral issue and/or emotional issue)(V-KR2c(*4.4.3)4.5				

Benchmark: 4.4 Develop skills needed to ensure a safe and healthy learning environment for children. (*4.4) (KPES#5)		3	2	1	0
4.4.1	Determine the impact of the family's role as the primary educator to child development. (*15.1.3)2.C				
4.4.2	Create opportunities for positive communication and relationships with families. (IV-RF1b)3.B				
4.4.3	Create a resource to share with families that lists community agencies that can provide assistance. (IV-UCR2a)4.C				
4.4.4	Demonstrates basic pediatric first aid and CPR. (V-KR1b)4.F				
4.4.5	Identify regulations regarding health and safety in child care facilities. (V-KR1c)(*4.6.3)4.F				
4.4.6	Analyze an indoor space to ensure safety of children. (V-ES2a)4.F				
4.4.7	Identify safe and appropriate outdoor play equipment. (V-ES2a)(*4.4.1)4.F				
4.4.8	Practice appropriate hand-washing techniques. (V-RH1a)(*4.4.6)4.F				

Cross-walking Key: (*) National Family & Consumer Sciences Standards (2008) (\$) National Standards for Financial Literacy (▲) Assessed Indicator for Kansas Assessment Tests
 (CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (21st) 21st Century Learning Skills (www.21stcenturyskills.org) (R) Kansas Reading Curricular Standards
 (M) Kansas Mathematics Curricular Standards (Goals I-V) National CDA (W) Kansas Writing Curricular Standards (SC) Kansas School Counseling Standards
 (H-G) Kansas History & Government; Economics & Geography Curricular Standards (I-VIII) KS/MO Core Competencies (see guidance doc) (S) Kansas Science Curricular Standards

4.4.9	Promote children practicing hand-washing techniques. (V-RH1b)(*4.4.3)4.F				
4.4.10	Identify appropriate procedures for meeting the needs of children (i.e. toileting, nutrition, injuries). (V-RH1c & 1e; V-N1c & 2a;)(*4.4.2)4.F				
4.4.11	Review regulations on reporting child abuse and neglect. (V-RH2f(*4.4.5)4.C				
4.4.12	Analyze nutritional needs of children and methods of encouraging healthful eating. (V-N1c, 2a & 2d)(*4.4.3)6.B; 6.D				
4.4.13	Demonstrate ability to avoid health hazards at meal/snack time (choking, allergies, and age-appropriate foods). (V-N1d)				

Benchmark: 4.5 Evaluate techniques to promote positive collaborative relationships with children. (*4.5)		3	2	1	0
4.5.1	Explore common problem behaviors and situations and appropriate solutions. (VI-PIG1f)(*4.5.2)2.E				
4.5.2	Demonstrate interpersonal skills that promote positive relationships with children. (*4.5.3) (IV-RF1b)				

Benchmark: 4.6 Demonstrate professional practices and standards related to working with children. (*4.6)		3	2	1	0
4.6.1	Exhibit good hygiene and personal appearance and attire (clothing, shoes, accessories) for working with children.(*4.6.2) (VIII-DPP1b)7.A				
4.6.2	Explain the code of ethics of the early childhood field (i.e. confidentiality and impartiality). (*4.6.2; 4.6.4)(VIII-DPP1g; VIII-DPP2f) 4.F; 8.A				

Additional comments: _____

Kansas Human Services Cluster

Course: Human Growth & Development A

Course: #45004 Credit: .5 cr

CIP Code: Family: 19.0799; Teach 13.0101; Early Child:19.0709; Government: 44.0401

Rating Scale:

- 3 Skilled- Works Independently
- 2 Limited Skills/Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor 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 and Education and Training Clusters. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

COMPREHENSIVE STANDARD: 3.0 Analyze factors that influence human growth and development. (FCS12.0 & FCS13.0)

Benchmark: 3.1 Analyze principles of human growth and development.		3	2	1	0
3.1.1	Identify physical, emotional, social, and intellectual developmental theories across the lifespan.				
3.1.2	Examine the interrelationships among physical, emotional, social, and intellectual aspects of human growth and development across the life span.				
3.1.3	Analyze current and emerging research about child growth and development, including brain development and prenatal technology.				
3.1.4	Examine biological processes related to prenatal development, birth and health of the child to impact on future success.				
Benchmark: 3.2 Analyze conditions that influence child growth and development.		3	2	1	0
3.2.1	Compare and contrast the effect of heredity and environment on human growth and development from birth to death.				
3.2.2	Identify the role of healthy parental relationships and family structure to child growth and development.				
3.2.3	Analyze processes for building and maintaining interpersonal relationships that is beneficial to children.				
3.2.5	Evaluate the impact of social, economic, and technological forces on the growth and development of children.				
3.2.6	Analyze the effects of gender, ethnicity and culture on children.				
3.2.7	Critique the physical and social environment to promote safety in family, community and early child related work settings				
Benchmark: 3.3 Evaluate strategies that promote growth and development across the life span.		3	2	1	0
3.3.1	Evaluate the role of nurturance on human growth and development.				
3.3.2	Analyze the modes of communication on human growth and development of all people (i.e. healthy as well as those with speech/vision/hearing disabilities).				
3.3.3	Compare and contrast the role of family, and that of social services support systems in meeting the needs of children.				
3.3.4	Identify age-appropriate activities and toys for all children (including those with special needs).				
Benchmark: 3.4 Analyze the determinants involved in meeting the needs of children.		3	2	1	0
3.4.1	Identify the physical, emotional, social and intellectual needs of children and how to meet them.				
3.4.2	Investigate the impact of not providing for the needs of children appropriately.				

3.4.3	Determine the role of the parent vs role of the child care provider in meeting the needs of children.				
3.4.4	Examine the effects of life events and conditions on child and parent/caregiver relationships.				
3.4.5	Compare and contrast the different options when identifying appropriate care for children outside of the home.				

Benchmark: 3.5 Enhance career readiness through practicing appropriate skills in family, community and work applications.		3	2	1	0
3.5.1	Demonstrate collaborative skills to meet the needs of people across the life span..				
3.5.2	Practice effective communication skills in family, community and work settings (including children, parents, community leaders, agency directors).				
3.5.3	Enhance development of 21 st century process skills (i.e. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)				
3.5.4	Determine how science and technological advances are influencing the development of children.				
3.5.5	Recognize that child care services and education providers has an impact on the national economy and global community.				
3.5.6	Examine the legal and licensing aspects in meeting the needs of all children.				
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 development careers (i.e. 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	Analyze benefits of professional organizations to the early childhood related professional..				

Kansas Human Services Cluster

Course: Human Growth & Development B

Course: #45014 Credit: 1.0 cr

CIP Code: Family:19.0799; Teach: 13.0101; Early Child: 19.0709; Gov: 44.0401

Rating Scale:

- 3 Skilled- Works Independently
- 2 Limited Skills- Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor 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 and Education and Training Cluster. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

COMPREHENSIVE STANDARD: 4.0 Analyze factors that influence human growth and development (FCS12.0 & FCS13.0)

Benchmark: 4.1 Analyze principles of human growth and development across the life span.		3	2	1	0
4.1.1	Compare and contrast physical, emotional, social, and intellectual developmental theories across the life span.				
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 across the life cycle.				
4.1.4	Examine the milestones of aging (i.e. early child ages and stages, developmental delays, physical changes,) .				
4.1.5	Identify appropriate activities and expectations for all ages, including those with mental and developmental difficulties. .				
Benchmark: 4.2 Analyze conditions that influence human growth and development across the lifespan.		3	2	1	0
4.2.1	Compare and contrast the effect of heredity and environment on human growth and development from birth to death.				
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 human services related workplace.				
4.2.4	Critique the physical and social environment to promote safety in family, community and human service work settings				
Benchmark: 4.3 Evaluate strategies that promote human growth and development across the life span.		3	2	1	0
4.3.1	Evaluate the role of nurturance on human growth and development.				
4.3.2	Analyze modes communication on human growth and development through the aging process.				
4.3.3	Compare and contrast the role of family, and that of social services support systems in meeting human needs.				
Benchmark: 4.4 Analyze the determinants involved in meeting the needs of adults and the elderly.		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 of not providing for the needs of senior citizens and special needs appropriately				
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 the different options when identifying appropriate care for children outside of the home.				

Benchmark: 4.5 Enhance career readiness through practicing appropriate skills in family, community and work applications.		3	2	1	0
4.5.1	Demonstrate collaborative skills to meet the needs of people across the life span..				
4.5.2	Practice effective communication skills in family, community and work settings (including children, parents, community leaders, agency directors).				
4.5.3	Enhance development of 21 st century process skills (i.e. 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 (i.e. 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 (i.e. social work, teacher, family therapy and childcare provider, social services director, foster care, juvenile intervention officers, early childcare center directors, home care directors).				
4.5.9	Analyze benefits of professional organizations to the human services related professional.				

Kansas Human Services Cluster

Course: Family Studies

Course: #22208 Credit .5 cr

CIP Codes: Family: 19.0799; Early Child: 19.0709; Teach: 13.0101

Rating Scale:

- 3 Skilled- Works Independently
- 2 Limited Skills-/Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor 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. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Comprehensive Standard: 5.0 Evaluate the significance of family and its effect on the well-being of individuals and society. (FCS6.0, FCS13.0 & FCS15.0)

Benchmark: 5.1 Analyze the effects of family as a system on individuals and society.		3	2	1	0
5.1.1	Analyze family as the basic unit of society.				
5.1.2	Examine biological impact of the health of the mother and father on conception, prenatal development and raising of children.				
5.1.3	Explain cultural differences in roles and responsibilities of the family.				
5.1.4	Compare and contrast consequences of parenting styles on individual development and family systems.				
5.1.5					

Benchmark: 5.2 Evaluate parenting/caregiver practices that maximize human growth and development.		3	2	1	0
5.2.1	Describe the family's role as primary educator of children.				
5.2.2	Investigate and analyze the role of discipline on child development.				
5.2.3	Recognize abuse and neglect and promote research-based prevention strategies to address child abuse, elder abuse and domestic abuse.				
5.2.4	Examine global and environmental influences on family culture and traditions.				

Benchmark: 5.3 Evaluate the roles and responsibilities of family across the life cycle.		3	2	1	0
5.3.1	Determine societal conditions that impact the family life cycle.				
5.3.2	Compare and contrast the changing parenting roles across the family life cycle				
5.3.3	Analyze the challenges of addressing family members with special needs (i.e. mental issues, loss of physical functions due to age, disease or injury).				
5.3.4	Explain physical, emotional, social, and intellectual functioning in stable and unstable relationships.				
5.3.5	Identify the process for building and maintaining interpersonal relationships in families.				

5.3.6	Evaluate processes and strategies for handling unhealthy relationships.				
5.3.7	Investigate the effects of personal needs on the family.				
5.3.8	Analyze the effects of the family on the self-esteem and self-image of its members.				
5.3.9	Assess the similarities and differences of family members that influence conflict prevention and/or recovery.				
5.3.10	Apply the roles of decision making and problem solving in managing and/or preventing conflict.				

Benchmark: 5.4 Determine role of external support systems to provide assistance to families.		3	2	1	0
5.4.1	Analyze family situations in which support systems would be beneficial (i.e. military families, single parent, socio-economic needs).				
5.4.2	Evaluate community resources and services (not-for-profit and for profit) available to promote family strength (mental, physical, social, emotional).				
5.4.3	Review current laws and policies related to parenting, family responsibilities and meeting children's needs.				

Benchmark: 5.5 Enhance career readiness through practicing appropriate skills in family, community and work applications.		3	2	1	0
5.5.1	Demonstrate communication and healthy relationship strategies that promote positive self-esteem in others.				
5.5.2	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.				
5.5.3	Examine financial responsibilities in meeting the needs of the family.				
5.5.4	Contrast family financial planning across the family life cycle.				
5.5.5	Demonstrate ethical decision making when making judgements and taking actions in family settings.				
5.5.6	Examine the impact of technology on family relationships (i.e. social media, cell phones, public posting of family information, on line communication with family,)				

Kansas Human Services Cluster**Early Childhood Education & Services Pathway****Course: Foundations to Early Childhood Education (Technical)****CIP Code: 19.0709 Course Code #19052**

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, and community situations. (CC K&S)		3	2	1	0
0.1.1	Writes effectively for a variety of audiences, purposes, and contexts. (narrative, expository, technical, persuasive) (W1.4▲)				
0.1.2	Use information to locate, comprehend, make inferences, and draw conclusions. (M) (R1.4.2▲)				
0.1.3	Generate and/or solve multi-step real-world problems with real numbers and mathematical concepts. (M1.4.A1a, b, d▲) (\$)				
0.1.4	Research, apply, and evaluate information to accomplish tasks. (CC K&S) (SC CD 2.1)				

Communications

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

Problem Solving, Dilemma Solving, and Critical Thinking

Benchmark: 0.3 Apply thinking and problem-solving processes to personal, professional and community issues. (21 st) (SC AD 1.2)		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 ESS 03.01.04)				

Information Technology Applications

Benchmark: 0.4 Use technology to access, manage, integrate, and create information. (CC K&S)		3	2	1	0
0.4.1	Use information technology tools to manage and perform work (school) responsibilities. (CC K&S Essential Skill 04.02.01)(*2.4)				
0.4.2	Identify and use a variety of web-based tools for real world application involving global communication for collection and dissemination of information.				
0.4.3	Use technology to locate, analyze, manipulate, and interpret information in a knowledge economy. (CC K&S) (21 st) (S5 1.1▲) (*2.4.3)				

Safety, Health, and Environmental

Benchmark: 0.5 Evaluate potential hazardous situations to defuse them and determine intervention strategies. (CC K&S)		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, and cyberspace). (CC K&S) (21 st) (SC P/SD 3.1)				

Leadership, Teamwork, Ethics and Legal Responsibilities

Cross-walking Key: (*) National Family & Consumer Sciences Standards (2008) (\$) National Standards for Financial Literacy (▲) Assessed Indicator for Kansas Assessment Tests
 (CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (21st) 21st Century Learning Skills (www.21stcenturyskills.org) (R) Kansas Reading Curricular Standards
 (M) Kansas Mathematics Curricular Standards (Goals I-V) National CDA (W) Kansas Writing Curricular Standards (SC) Kansas School Counseling Standards
 (H-G) Kansas History & Government; Economics & Geography Curricular Standards (I-VIII) KS/MO Core Competencies (see guidance doc) (S) Kansas Science Curricular Standards

Benchmark: 0.6 Demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and community. (*13.5) (21 st)		3	2	1	0
0.6.1	Demonstrate quality of work and effective communication regardless of diversity and cultural differences. (21 st)				
0.6.2	Determine the most appropriate response to workplace (school) situations based on legal and ethical considerations. (CC K&S ESS 08.01.05)				

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) (21 st)		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 ESS 04.0.01) (*4.1.5)				
0.7.2	Recognize that individual career path has an impact on the national and global community.				

Technical Skills

COMPREHENSIVE STANDARD: 4.0 Integrate knowledge, skills, and practices required for careers in early childhood education, education, and human services. (*4.0)

Benchmark: 4.1 Examine career paths within early childhood education, education and related services. (*4.1)		3	2	1	0
4.1.1	Research career paths within early childhood development and services. (* 4.1.1)10.C				
4.1.2	Explore opportunities for employment and entrepreneurial endeavors. (* 4.1.2) 10.A				
4.1.3	Reflect on experiences with children to determine strengths and weaknesses of Professional Skills (VIII-OPG 1a & 1b) 6E				

Benchmark: 4.2 Apply developmentally appropriate practices in early childhood education. (*4.2)		3	2	1	0
4.2.1	Compare and contrast leading child development theories. (I-CGD3a) (*4.2.1)				
4.2.2	Analyze child development theories to determine how children learn (relate to ages and stages) (I-CGD1a & 2a) 7.C				
4.2.3	Identify risk factors, delays, or disabilities that may indicate a need for special services. (*4.2.4)(I-CGD2d)2.C				
4.2.4	Determine impact of stress, separation, and transition that affect children's social development. (*4.5.5)(II-PSD1c)				
4.2.5	Analyze assessment methods used to observe and interpret children's growth and development. (* 4.2.2)				
4.2.6	Identify cultural and environmental influences that impact children's development. (* 4.2.3)(I-CGD1d)				
4.2.7	Observe and summarize a children's developmental progress. (III-COA2b & 2c) (*4.2.2) 4.C				

Benchmark: 4.3 Analyze curriculum and instruction to meet children's development needs. (*4.3) (KPES#6)		3	2	1	0
4.3.1	Analyze strategies that promote age appropriate growth and development. (* 4.2.5) 6.E				
4.3.2	Identify activities (including art, music, nature/animal and food related) that promote intellectual, social, physical, emotional and moral development. (*4.3.5)(I-CGD3a)				
4.3.3	Explore the role of play in the development of children.(I-CGD1b)				
4.3.4	Determine age-appropriate activities for children (including those with special needs). (*4.2.5) (II-CLE2e)				
4.3.5	Develop an age-appropriate experience and teach it to childred (i.e. safety issue social issue, moral issue and/or emotional issue)(V-KR2c(*4.4.3)4.5				

Benchmark: 4.4 Develop skills needed to ensure a safe and healthy learning environment for children. (*4.4) (KPES#5)		3	2	1	0
4.4.1	Determine the impact of the family's role as the primary educator to child development. (*15.1.3)2.C				
4.4.2	Create opportunities for positive communication and relationships with families. (IV-RF1b)3.B				
4.4.3	Create a resource to share with families that lists community agencies that can provide assistance. (IV-UCR2a)4.C				
4.4.4	Demonstrates basic pediatric first aid and CPR. (V-KR1b)4.F				
4.4.5	Identify regulations regarding health and safety in child care facilities. (V-KR1c)(*4.6.3)4.F				
4.4.6	Analyze an indoor space to ensure safety of children. (V-ES2a)4.F				
4.4.7	Identify safe and appropriate outdoor play equipment. (V-ES2a)(*4.4.1)4.F				
4.4.8	Practice appropriate hand-washing techniques. (V-RH1a)(*4.4.6)4.F				

Cross-walking Key: (*) National Family & Consumer Sciences Standards (2008) (\$) National Standards for Financial Literacy (▲) Assessed Indicator for Kansas Assessment Tests
 (CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (21st) 21st Century Learning Skills (www.21stcenturyskills.org) (R) Kansas Reading Curricular Standards
 (M) Kansas Mathematics Curricular Standards (Goals I-V) National CDA (W) Kansas Writing Curricular Standards (SC) Kansas School Counseling Standards
 (H-G) Kansas History & Government; Economics & Geography Curricular Standards (I-VIII) KS/MO Core Competencies (see guidance doc) (S) Kansas Science Curricular Standards

4.4.9	Promote children practicing hand-washing techniques. (V-RH1b)(*4.4.3)4.F				
4.4.10	Identify appropriate procedures for meeting the needs of children (i.e. toileting, nutrition, injuries). (V-RH1c & 1e; V-N1c & 2a;)(*4.4.2)4.F				
4.4.11	Review regulations on reporting child abuse and neglect. (V-RH2f)(*4.4.5)4.C				
4.4.12	Analyze nutritional needs of children and methods of encouraging healthful eating. (V-N1c, 2a & 2d)(*4.4.3)6.B; 6.D				
4.4.13	Demonstrate ability to avoid health hazards at meal/snack time (choking, allergies, and age-appropriate foods). (V-N1d)				
Benchmark: 4.5 Evaluate techniques to promote positive collaborative relationships with children. (*4.5)		3	2	1	0
4.5.1	Explore common problem behaviors and situations and appropriate solutions. (VI-PIG1f)(*4.5.2)2.E				
4.5.2	Demonstrate interpersonal skills that promote positive relationships with children. (*4.5.3) (IV-RF1b)				
Benchmark: 4.6 Demonstrate professional practices and standards related to working with children. (*4.6)		3	2	1	0
4.6.1	Exhibit good hygiene and personal appearance and attire (clothing, shoes, accessories) for working with children.(*4.6.2) (VIII-DPP1b)7.A				
4.6.2	Explain the code of ethics of the early childhood field (i.e. confidentiality and impartiality). (*4.6.2; 4.6.4)(VIII-DPP1g; VIII-DPP2f) 4.F; 8.A				

Additional comments: _____

Kansas Human Services Cluster
Early Childhood Education & Services Pathway

Course: Early Childhood Applications

CIP Code: 19.0709 Course Code # 19098

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, and community situations. (CC K&S)		3	2	1	0
0.1.1	Writes effectively for a variety of audiences, purposes, and contexts. (narrative, expository, technical, persuasive) (W1.4▲)				
0.1.2	Use information to locate, comprehend, make inferences, and draw conclusions. (M) (R1.4.2▲)				
0.1.3	Generate and/or solve multi-step real-world problems with real numbers and mathematical concepts. (M1.4.A1a, b, d▲) (\$)				
0.1.4	Research, apply, and evaluate information to accomplish tasks. (CC K&S) (SC CD 2.1)				

Communications

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

Problem Solving, Dilemma Solving, and Critical Thinking

Benchmark: 0.3 Apply thinking and problem-solving processes to personal, professional and community issues. (21 st) (SC AD 1.2)		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 ESS 03.01.04)				

Information Technology Applications

Benchmark: 0.4 Use technology to access, manage, integrate, and create information. (CC K&S)		3	2	1	0
0.4.1	Use information technology tools to manage and perform work (school) responsibilities. (CC K&S Essential Skill 04.02.01)				
0.4.2	Identify and use a variety of web-based tools for real world application involving global communication for collection and dissemination of information.				
0.4.3	Use technology to locate, analyze, manipulate, and interpret information in a knowledge economy. (CC K&S) (21 st) (S5 1.1▲)				

Safety, Health, and Environmental

Benchmark: 0.5 Evaluate potential hazardous situations to defuse them and determine intervention strategies. (CC K&S)		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, and cyberspace). (CC K&S) (21 st) (SC P/SD 3.1)				

Leadership, Teamwork, Ethics and Legal Responsibilities

Cross-walking Key: (*) National Family & Consumer Sciences Standards (2008) (\$) National Standards for Financial Literacy (▲) Assessed Indicator for Kansas Assessment Tests
 (CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (21st) 21st Century Learning Skills (www.21stcenturyskills.org) (R) Kansas Reading Curricular Standards
 (M) Kansas Mathematics Curricular Standards (Goals I-V) National CDA (W) Kansas Writing Curricular Standards (SC) Kansas School Counseling Standards
 (H-G) Kansas History & Government; Economics & Geography Curricular Standards (I-VII) KS/MO Core Competencies (see guidance doc) (S) Kansas Science Curricular Standards

Benchmark: 0.6 Demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and community. (*13.5) (21 st)		3	2	1	0
0.6.1	Demonstrate quality of work and effective communication regardless of diversity and cultural differences. (21 st)				
0.6.2	Determine the most appropriate response to workplace (school) situations based on legal and ethical considerations. (CC K&S ESS 08.01.05)				

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) (21 st)		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 ESS 04.0.01) (*4.1.5)				
0.7.2	Recognize that individual career path has an impact on the national and global community.				

Technical Skills

COMPREHENSIVE STANDARD: 4.0 Integrate knowledge, skills, and practices required for careers in early childhood education, education, and human services. (*4.0)

Benchmark: 4.1 Examine career paths within early childhood education, education and related services. (*4.1)		3	2	1	0
4.1.1	Explore all aspects of the industry.				
4.1.2	Document personal experiences with children. (*4.1.5) 4.F				
4.1.3	Determine post-secondary education and/or industry certifications/licenses required for success in the field. (*4.1.3)				
4.1.4	Reflect on experiences with children to determine strengths and weaknesses of professional skills. (*4.6.4) (VIII-OPG1a & 1b) 6.E				

Benchmark: 4.2 Analyze developmentally appropriate practices in early childhood education. (*4.2)		3	2	1	0
4.2.1	Recognize that children's personalities and individual differences have an impact on the child care setting/provider. (*4.3.4) (V-CGD2b) 2.B				
4.2.2	Analyze the policies and procedures of child care entities and ability to meet the needs of children. 10.C				
4.2.3	Explain the physical, social, emotional, and intellectual differences of children (through interactions with them). (4.2.4) (I-CGD3b)				
4.2.4	Follow directives when working with children with special needs. (I-CGD1e) 7.C				

Benchmark: 4.3 Analyze curriculum and instruction to meet children's development needs. (*4.3) (KPES#6)		3	2	1	0
4.3.1	Follow the daily schedule of a child care setting. (*4.3.6) (II-CLE1a)				
4.3.2	Select activities that fit the learning styles of children. (*4.3.2) (II-CLE2e)				
4.3.3	Develop activities that give children choices. (*4.3.4) (II-CLE1b) 2.F				
4.3.4	Encourage children's participation in a variety of activities (i.e. Play, exploration/learning, social activities). (*4.3.5) (II-CLE1c) 1.B				
4.3.5	Encourage children's learning through play. (*4.3.4) (II-CLE2c) 1.D				
4.3.6	Demonstrate how to appropriately adapt activities for children with special needs. (*4.3.4) (II-CLE2e)				

Benchmark: 4.4 Develop skills needed to ensure a safe and healthy learning environment for children. (*4.4)		3	2	1	0
4.4.1	Demonstrate ability to work with parents in a positive manner. (*4.5.4) (IV-RF2b) 3.B				
4.4.2	Analyze a child care facility design (i.e. safety, learning centers, etc).				
4.4.3	Work successfully with community volunteers to meet children's needs. (IV-UCR1c) 9.B				
4.4.4	Respond to emergency situations (i.e. role play or actual). (V-RH1e)				
4.4.5	Evaluate the safety of a child care center, based on codes and regulations. (Case study or actual) (*4.4.2) (V-KR2g)				
4.4.6	Conduct a safety check of equipment to ensure it is in place and operable (i.e. smoke detector, fire extinguisher, door latches, window locks, child safe drawers/outlet covers/toilets, etc.). (V-KR2a) (*4.4.1) 4.F				
4.4.7	Demonstrate knowledge of a center's disaster plan and drills. (*4.4.2) (V-KR1e)				
4.4.8	Conduct a toy safety check. (*4.4.2) (V-ES2a)				

Cross-walking Key: (*) National Family & Consumer Sciences Standards (2008) (\$) National Standards for Financial Literacy (▲) Assessed Indicator for Kansas Assessment Tests
 (CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (21st) 21st Century Learning Skills (www.21stcenturyskills.org) (R) Kansas Reading Curricular Standards
 (M) Kansas Mathematics Curricular Standards (Goals I-V) National CDA (W) Kansas Writing Curricular Standards (SC) Kansas School Counseling Standards
 (H-G) Kansas History & Government; Economics & Geography Curricular Standards (I-VII) KS/MO Core Competencies (see guidance doc) (S) Kansas Science Curricular Standards

4.4.9	Practice appropriate hand-washing techniques. (*4.4.6) (V-RH1a)				
4.4.10	Demonstrate ability to meet the needs of children (i.e. toileting, nutrition, injuries). (*4.4.6) (V-N2a; V-RH1c; V-KR1b)				
4.4.11	Practice appropriate behaviors to avoid/control blood-borne pathogens to ensure safety of self and children. (*4.4.6) (V-RH1d)				
4.4.12	Explain procedure to follow to report illness, abuse and neglect. (*4.4.5) (V-KR1g)				
4.4.13	Recognize health hazards at meal/snack time (choking, allergies, and age-appropriate foods) and prevent dangerous situations. (*4.4.4) (V-N1d)				

Benchmark: 4.5 Evaluate techniques to promote positive relationships with children. (*4.5)		3	2	1	0
4.5.1	Analyze techniques of appropriate supervision. (VI-PIG1b)2.A				
4.5.2	Demonstrate ability to supervise children appropriately. (VI-PIG1b) 2.A; 3.C				
4.5.3	Respond to problem behaviors in appropriate ways. (VI-PIG1f) 1.A; 1.C				

Benchmark: 4.6 Demonstrate professional practices and standards related to working with children. (*4.6)		3	2	1	0
4.6.1	Interact appropriately with children. (*4.3.4) (VI-PIG1c)3.D				
4.6.2	Demonstrate willingness to learn and work as a team. (*4.6.4) (VIII-OPG2c; VIII-DPP2d) 8.A				
4.6.3	Exhibit good hygiene, personal appearance and attire (clothing, shoes, accessories) for working with children.(*4.6.2) (VIII-DPP1b) 7.A				
4.6.4	Demonstrate effective work habits (i.e. responsibility, confidentiality, impartiality, professionalism). (*4.6.4) (VIII-DPP1c; VII-DPP1g)10.A; 10.C ; 4.F				
4.6.5	Adhere to child care entity policies. (*4.6.4) (VII-PPE1c; VIIPP2a) 2.C				

Additional comments: _____

Kansas Human Services Cluster

Course: Community Connections

Course Code: #22270 Credit: .5 cr

CIP Code: Family: 19.0799 Early Chld:19.0709; Restaurant:12.0504; Travel:52.0901;

Visual Arts:50.0499; Government: 44.0401

Rating Scale:

- 3 Skilled- Works Independently
- 2 Limited Skills- Require Assistance
- 1 Skill Undeveloped
- 0 No exposure/ instruction nor 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. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

COMPREHENSIVE STANDARD: 10.0 Synthesize knowledge, skills, and practices required for career readiness in family and consumer sciences fields. (FCS1.0, FCS2.0, FCS3.0, FCS4.0, FCS5.0, FCS6.0, FCS7.0, FCS8.0, FCS9.0, FCS10.0, FCS11.0, FCS12.0, FCS13.0, FCS14.0, and FCS16.0)

Benchmark: 1.1 Explore career paths within family and consumer sciences.	3	2	1	0
10.1.1 Analyze opportunities for employment and entrepreneurial endeavors.				
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 Analyze factors related to providing individual, family and community services across family and consumer sciences fields.	3	2	1	0
10.2.1 Analyze professional, ethical, legal, and safety issues that confront employees in family and consumer sciences careers.				
10.2.2 Summarize licensing laws and regulations that affect careers in family and consumer sciences				
10.2.3 Compare and contrast 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 and/or customers.				
10.2.5 Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing family and consumer sciences professionals.				
10.2.6 Analyze community-networking opportunities to promoter partnerships in addressing family and consumer sciences related issues.				

Benchmark: 10.3 Demonstrate appropriate communication skills that contribute to positive relationships in classroom and community settings.	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 classroom and community settings.				
10.3.3 Demonstrate the use of verbal, listening, and writing skills to communicate clearly in community settings.				

Benchmark: 10.4 Demonstrate leadership, citizenship, and teamwork skills required for success in the family and community settings.	3	2	1	0
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10.4.1	Demonstrate quality work and effective communication in a variety of 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 individual, family, career, and/or community roles and responsibilities.		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 in school, family and community settings.				

Benchmark: 10.6 Demonstrate professional behaviors, skills, and knowledge in family and consumer sciences related settings.		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.		3	2	1	0
10.7.1	Apply critical thinking, intelligent decision making and problem solving to prevent conflicts.				
10.7.2	Practice 21 st century process skills successfully in a variety of contexts (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 school/community settings.				

Kansas Human Services Cluster

Course: Career Connections

Course: #22275 Credit: .5 cr

CIP Code: Family: 19.0799; Early Child:19.0709; Restaurant: 12.0504; Travel: 52.0901;

Visual Arts: 50.0499; Government: 44.0401

Rating Scale:

- 3 Skilled- Works Independently
- 2 Limited Skills/Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor 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. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

*NOTE: If Community Connections (#22270) was completed prior to enrollment in Career Connections, some competencies are optional for inclusion. (Refer to benchmarks/competencies below for indication of * which may be omitted.)*

COMPREHENSIVE STANDARD: 10.0 Synthesize knowledge, skills, and practices required for career readiness in family and consumer sciences fields. (FCS1.0, FCS2.0, FCS3.0, FCS4.0, FCS5.0, FCS6.0, FCS7.0, FCS8.0, FCS9.0, FCS10.0, FCS11.0, FCS12.0, FCS13.0, FCS14.0, and FCS16.0)

Benchmark: 11.1 Explore career paths within a specific family and consumer sciences field. *		3	2	1	0
11.1.1	Analyze opportunities for employment and entrepreneurial endeavors in a family and consumer sciences field. *				
11.1.2	Summarize education and training requirements and opportunities for a specific family and consumer sciences occupation family. *				
11.1.3	Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and consumer sciences careers. *				
11.1.4	Analyze the role of professional organizations aligned to a family and consumer sciences field to enhance personal success. *				
11.1.5	Analyze all aspects of a selected Family and Consumer related industry.				

Benchmark: 11.2 Analyze factors relating to providing individual, family and community services in a specific family and consumer sciences field. *		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	Summarize licensing laws and regulations that affect a specific career field in family and consumer sciences.				
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 and/or customers. *				
11.2.5	Analyze effective advocacy strategies to overcome diverse challenges facing family and consumer sciences professionals. *				
11.2.6	Analyze community-networking opportunities to promote partnerships in addressing family and consumer sciences related issues. *				

Benchmark: 11.3 Demonstrate appropriate communication skills that contribute to positive relationships in the workforce.		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.				
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Benchmark: 11.4 Demonstrate leadership, citizenship, and teamwork skills required for success in the workplace settings.		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 individual, family, career, and/or community roles and responsibilities.		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.		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	Analyze personal strengths, needs, preferences, and interests through formal and informal assessment practices.				
11.6.6	Demonstrate safe use of technology to protect identity of self and others.				

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Benchmark: 11.7 Enhance effective prevention and management techniques in a work environment.		3	2	1	0
11.7.1	Apply skills of critical thinking, intelligent decision making and problem solving in reducing/preventing conflict on the job.				
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 safety.*				