

KANSAS STATE DEPARTMENT OF EDUCATION

USER GUIDE SHEET

2022-2023

HUMAN SERVICES CAREER CLUSTER

Early Childhood 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

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Topeka, Kansas 66612-1212

(785) 296-3203

www.ksde.org



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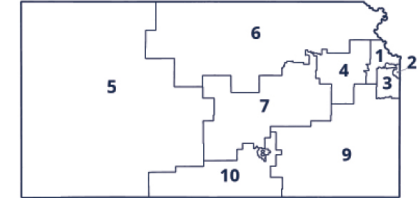


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JAN. 2021

**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
 - 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.

HUMAN SERVICES CAREER CLUSTER DESIGN**Early Childhood Development and Services Pathway**

CIP Code 19.0709

INTRODUCTORY LEVEL

Title	Code	Credit	Title	Code	Credit
Career & Life Planning	22207	.5 credit	Intro to Family and Consumer Science	19251	1 credit

TECHNICAL LEVEL

Title	Code	Credit
Leadership Service in Action	19257	.5 credit
Must teach <u>ALL</u> courses in the strand of your choice		

Strand 1

Title	Code	Credit
*Orientation to Early Childhood Development	19051	1.0 credit
*Foundations to Childhood Development	19052	1.0 credit

Strand 2

Title	Code	Credit
*Human Growth & Development – The Early Years	45004	.5 credit
*Family Studies	19255	.5 credit
*Foundations to Early Childhood Development	19052	1.0 credit

APPLICATION LEVEL

Title	Code	Credit
Early Childhood Application	19098	1.0 credit
**Community Connections	19297	.5 credit
**Career Connections	19298	.5 credit

Required for pathway approval.** Course prerequisite - 1.0 credit within Human Services Cluster Pathways courses*

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, dietician, 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:	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:	Orientation to Early Childhood Education (NOTE: Can be alternative to 45004/45014 & 19255 combo for the Teaching and Training Pathway with permission.)	Course #:	19051	Credit: 1.0	
Pathways & CIP Codes:	Early Childhood Development and Services (19.0709)				
Course Description:	Orientation to Early Childhood Education provides students with the knowledge and skills to meet the physical, intellectual, emotional, and social growth requirements needed for early childhood development. Students will examine career paths within early childhood education, education and related services at the entry, technical and professional levels.				

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.
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COMPREHENSIVE STANDARD 16.0 Integrate knowledge, skills, and practices required for careers in early childhood education, education, and human services.
(NASAFACS 4.0, 6.0, 7.0)

Benchmark 16.1 Examine career paths within early childhood education, education and related services. (NASAFACS 4.1, 6.1, 7.1)		4	3	2	1	0
16.1.1	Analyze career options in early childhood education, development and services at the entry, technical and professional levels.					
16.1.2	Analyze the relationship between role of the parent/guardian and the role of a care provider.					

Benchmark 16.2 Analyze developmentally appropriate practices in early childhood development. (NASAFACS 4.2, 4.5, 4.6)		4	3	2	1	0
16.2.1	Identify the leading child development theorists.					
16.2.2	Understand the ages and stages of the development of children.					
16.2.3	Analyze the role of biological parent health and health practices of the parent/guardian on the development of a child.					
16.2.4	Evaluate the role of nurturance on the development of children.					
16.2.5	Determine effective methods in helping children express their feelings in positive ways.					
16.2.6	Identify process needed to promote creative expression.					
16.2.7	Understand children develop at their rate.					

16.2.8	Identify appropriate activities for all children (including those with special needs).					
16.2.9	Observe children using appropriate procedures.					
16.2.10	Maintain confidentiality regarding observations and assessments.					
16.2.11	Communicate information using effective methods determined by the audience (e.g. child, parent/guardian, lead teacher).					

Benchmark 16.3 Develop skills needed to ensure a safe and healthy learning environment for children. (NASAFACS 4.4, 6.1, 6.2)		4	3	2	1	0
16.3.1	Describe and support the family's role as primary educator.					
16.3.2	Identify strategies to promote positive communication and relationships with children and their families.					
16.3.3	Identify the impact of family structures and family life cycle stages on the development of the child.					
16.3.4	Determine how an unhealthy and healthy family impacts the role of the quality care provider.					
16.3.5	Analyze the needs of the parent/guardian in creating the best environment for the child. (e.g. stage of life, emotional support, financial constraints, family dynamics, empathy for parent/guardian)					
16.3.6	Identify community resources that support and assist families in a variety of situations.					
16.3.7	Analyze the role of volunteers as valuable community resources in meeting the needs of children.					
16.3.8	Demonstrates basic first aid knowledge in the event of minor injuries.					
16.3.9	Understands regulations regarding the health and safety of children.					
16.3.10	Identify safety equipment required to ensure safety of children. (e.g. smoke detector, fire extinguisher, door latches, window locks, child safe drawers/outlet covers/toilets, etc.)					
16.3.11	Analyze disaster plans and drills for appropriateness in childcare related facilities.					
16.3.12	Identify age-appropriate and safe toys.					
16.3.13	Identify attributes of a good role model for children.					
16.3.14	Practices appropriate handwashing and safety techniques.					
16.3.15	Identify appropriate procedures for meeting the needs of children. (e.g. toileting, nutrition, injuries)					
16.3.16	Implement practices to avoid/control blood-borne pathogens to ensure safety of adults and children.					
16.3.17	List signs of illness, abuse and neglect.					
16.3.18	Recognize good nutritional selections as well as health hazards at meal/snack time (e.g. choking, allergies, age-appropriate foods).					

Benchmark 16.4 Enhance career readiness through practicing appropriate skills in early childhood development and services applications. (NASAFACS 4.5, 4.6, 7.2)		4	3	2	1	0
16.4.1	Demonstrate interpersonal skills that promote positive relationships with children and their parents/guardians.					
16.4.2	Enhance development of 21 st century process skills (e.g.. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in child care settings.					
16.4.3	Exhibit good hygiene and personal appearance and attire (clothing, shoes, accessories) for working with children.					
16.4.4	Identify the relationship between a child care center cost and the financial responsibilities of families to provide for the					

	quality care of children.					
16.4.5	Explain the code of ethics of the early childhood field (e.g. confidentiality and impartiality).					
16.4.6	Demonstrate ethical decision making when making judgements and taking actions with children.					
16.4.7	Identify the impact of technology on family relationships (e.g. social media, cell phones, public posting of family information, on line communication with family,)					
16.4.8	Organize a career portfolio (electronic or physical) to document knowledge, skills, and experience in early childhood development and services.					

Kansas Human Services Cluster

Course:	Foundations to Early Childhood Education (Technical)	Course #:	19052	Credit: 1.0	
Pathways & CIP Codes:	Family, Community and Consumer Services (19.0799); Early Childhood Education and Services (19.0709)				
Course Description:	Foundations to Early Childhood Education provides students with knowledge of developing the physical, intellectual, emotional, and social growth of young children in a variety of childcare settings.				

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: 17.0 Integrate knowledge, skills, and practices required for careers in early childhood education, education, and human services. (NASAFACS 4.0, 12.0)

Benchmark 17.1 Examine career paths within early childhood education, education and related services. (NASAFACS 4.1, 12.3)		4	3	2	1	0
17.1.1	Research career paths within early childhood development and services.					
17.1.2	Analyze the relationship between role of the parent/guardian and the role of a care provider.					
17.1.3	Recognize the economic impact of quality childcare both the industry and the value of working parents to the economy.					
17.1.4	Explore range of opportunities for employment and entrepreneurial endeavors within childcare and service (e.g. entry, technical and professional).					
17.1.5	Reflect on experiences with children to determine strengths and weaknesses of professional skills					
17.1.6	Discuss current trends associated with early childhood education reflecting upon historical, legal, social and theoretical foundations.					

Benchmark 17.2 Apply developmentally appropriate practices in early childhood education. (NASAFACS 4.2, 12.2)		4	3	2	1	0
17.2.1	Compare and contrast leading child development theories.					
17.2.2	Analyze child development theories to determine how children learn (relate to ages and stages)					
17.2.3	Identify risk factors, delays, or disabilities that may indicate a need for special services.					

17.2.4	Determine impact of stress, separation, trauma and transition on children's social and emotional development.					
17.2.5	Explore common problem behaviors and situations and appropriate solutions.					
17.2.6	Analyze assessment methods used to interpret children's growth and development.					
17.2.7	Describe cultural, linguistic and environmental influences that impact children's development.					
17.2.8	Observe and summarize a select child's developmental progress.					
17.2.9	Determine space arrangement for age appropriateness and activity need in a variety of early childhood settings.					
17.2.10	Identify strategies to nurture children.					

Benchmark 17.3 Analyze curriculum and instruction to meet children's development needs. (NASAFACS 4.3, 12.3)		4	3	2	1	0
17.3.1	Analyze strategies that promote age-appropriate growth and development.					
17.3.2	Identify activities that promote intellectual, social, physical, emotional and moral development (including art, music, nature/animal and food related).					
17.3.3	Explore the role of play in the development of children.					
17.3.4	Create age-appropriate activities for children (including those with special needs).					
17.3.5	Create and practice developmentally appropriate experience(s) to early learning standards.					
17.3.6	Compare and contrast methods of promoting kindergarten readiness in children.					
17.3.7	Identify the types and role of observation, documentation, and assessment in early childhood education.					
17.3.8	Summarize collaboration and teaming strategies used in an early childhood education setting.					

Benchmark 17.4 Develop skills needed to ensure a safe and healthy learning environment for children. (NASAFACS 4.4, 17.5)		4	3	2	1	0
17.4.1	Analyze the impact of the family's role as the primary educator to child development and kindergarten readiness.					
17.4.2	Create opportunities for positive communication and relationships with families.					
17.4.3	Create a resource to share with families that lists community agencies that can provide assistance.					
17.4.4	Demonstrate basic pediatric (e.g. infant toddler) first aid and CPR.					
17.4.5	Identify regulations regarding health and safety in childcare facilities.					
17.4.6	Analyze an indoor space for educational value and safety for children.					
17.4.7	Identify safe and appropriate outdoor play equipment.					
17.4.8	Practice being a good role model for children (including appropriate hand-washing techniques).					
17.4.9	Promote children practicing hand-washing techniques.					
17.4.10	Identify appropriate procedures for meeting the needs of children (e.g. safety, toileting, nutrition, injuries).					
17.4.11	Review regulations on reporting child abuse and neglect for a variety of settings. (e.g. school, home, community)					
17.4.12	Analyze nutritional needs of children and methods of encouraging healthful eating.					
17.4.13	Demonstrate ability to avoid health hazards at meal/snack time (e.g. choking, allergies, and age-appropriate foods).					

Benchmark 17.5 Enhance career readiness through practicing appropriate skills in early childhood development and services applications. (NASAFACS 4.5, 4.6)		4	3	2	1	0
17.5.1	Demonstrate interpersonal skills that promote positive relationships with children and their parents/guardians.					
17.5.2	Enhance development of 21 st Century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in childcare settings).					
17.5.3	Exhibit good hygiene and personal appearance and attire (clothing, shoes, accessories) for working with children.					
17.5.4	Examine the relationship between a childcare center cost and the financial responsibilities of families to provide for the quality care of children.					
17.5.5	Explain the NAEYC code of ethics to resolve basic ethical dilemmas in early childhood education (e.g. confidentiality and impartiality).					
17.5.6	Demonstrate ethical decision making when making judgements and taking actions with children.					
17.5.7	Examine the impact of technology on family relationships (e.g. social media, cell phones, public posting of family information, online communication with family).					
17.5.8	Analyze benefits of professional organization membership in the early childhood education, development and services area.					
17.5.9	Organize a career portfolio (electronic or physical) to document knowledge, skills, and experience in early childhood development and services.					
17.5.10	Summarize the roles, responsibilities and rights of teachers, families and other related professionals.					

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:	Early Childhood Applications	Course #:	19098	Credit: 1.0	
Pathways & CIP Codes:	Early Child Education and Services Pathway (19.0709)				
Course Description:	Early Childhood Applications provides students with work experience in fields related to the development of young children. Students maintain a safe and healthy learning environment promoting positive relationships and guiding children in developmentally appropriate instruction.				

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: 18.0 Demonstrate knowledge, skills, and practices required for careers in early childhood education, education, and human services. (NASAFACS 4.0, 7.0, 12.0, 13.0)

Benchmark 18.1 Examine career paths within early childhood education, education and related services. (NASAFACS 4.1, 7.1)		4	3	2	1	0
18.1.1	Explore all aspects of the industry.					
18.1.2	Document and reflect upon experiences with children to determine strengths and weaknesses of personal professional skills.					
18.1.3	Determine post-secondary education and/or industry certifications/licenses required for success in the field.					

Benchmark 18.2 Analyze developmentally appropriate practices in early childhood settings. (NASAFACS 4.2, 7.5, 12.1, 12.2, 12.3)		4	3	2	1	0
18.2.1	Recognize that children's personalities and individual differences have an impact on the childcare setting/provider.					
18.2.2	Analyze the policies and procedures of childcare entities and ability to meet the needs of children.					
18.2.3	Explain the physical, social, emotional, and intellectual differences of children through interactions with them.					
18.2.4	Evaluate modifications needed for children with special needs.					

Benchmark 18.3 Analyze curriculum and instruction to meet children’s development needs. (NASAFACS 4.3, 7.5, 12.3)		4	3	2	1	0
18.3.1	Follow the daily schedule of a childcare setting.					
18.3.2	Select activities that fit the learning styles of children.					
18.3.3	Develop activities that give children choices					
18.3.4	Encourage children’s participation in a variety of activities (e.g. play, exploration/learning, social activities).					
18.3.5	Encourage children’s learning through play.					
18.3.6	Demonstrate how to appropriately adapt activities for children with special needs					
18.3.7	Follow directives when working with children.					

Benchmark 18.4 Develop skills needed to ensure a safe and healthy learning environment for children. (NASAFACS 4.4, 7.2, 12.3)		4	3	2	1	0
18.4.1	Demonstrate ability to work with parents in a positive manner.					
18.4.2	Analyze a childcare facility design (e.g. safety, learning centers, etc.)					
18.4.3	Respond to common emergency situations (e.g. role play or actual) in children related settings.					
18.4.4	Evaluate the safety of a childcare center, based on codes and regulations (case study or actual).					
18.4.5	Conduct a safety check of equipment to ensure it is in place and operable (e.g. smoke detector, fire extinguisher, door latches, window locks, child safe drawers/outlet covers/toilets, etc.)					
18.4.6	Demonstrate knowledge of a center’s disaster plan and drills.					
18.4.7	Conduct a toy safety check.					
18.4.8	Practice appropriate hand-washing techniques.					
18.4.9	Demonstrate ability to meet the needs of children (e.g. toileting, nutrition, injuries).					
18.4.10	Practice appropriate behaviors to avoid/control blood-borne pathogens to ensure safety of self and children.					
18.4.11	Explain the procedure to report illness, abuse and neglect in a childcare setting.					
18.4.12	Recognize health hazards at meal/snack time (choking, allergies, age-appropriate foods) and prevent dangerous situations.					

Benchmark 18.5 Evaluate techniques to promote positive relationships with children. (NASAFACS 4.5, 12.3, 13.4)		4	3	2	1	0
18.5.1	Analyze techniques of appropriate supervision.					
18.5.2	Demonstrate ability to supervise children appropriately.					
18.5.3	Interact appropriately with children.					
18.5.4	Respond to problem behaviors in appropriate ways.					

Benchmark 18.6 Enhance career readiness through practicing appropriate skills in child related settings. (NASAFACS 4.6, 13.3, 13.4, 13.5)		4	3	2	1	0
18.6.1	Demonstrate effective work habits (e.g. responsibility, confidentiality, impartiality, professionalism) appropriate when working in childcare settings.					

18.6.2	Adhere to policies in a childcare setting.					
18.6.3	Demonstrate communication and healthy relationship strategies that promote positive self-esteem in children.					
18.6.4	Demonstrate willingness to learn and work as a team.					
18.6.5	Enhance development of 221 st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in child related settings.					
18.6.6	Exhibit good hygiene, personal appearance and attire (e.g. clothing, shoes, accessories) for working with children.					
18.6.7	Examine the financial responsibilities of running a childcare related service.					
18.6.8	Demonstrate ethical decision making when making judgements and taking actions in childcare settings.					
18.6.9	Evaluate the impact of technology on child related services. (e.g. social media, cell phones, public posting of family information, online communication with family)					
18.6.10	Examine the training certification and certifications required to be employed in the Early Childhood work force.					
18.6.11	Organize a career portfolio (electronic or physical) to document knowledge, skills, and experience in child related fields.					

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:
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