

HUMAN SERVICES CAREER CLUSTER DESIGN

Family, Community and Consumer Services Pathway – CIP Code 19.0799

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

<i>*Human Growth & Develop. A</i>	45004	.5 credit	or	Human Growth & Develop. B	45014	1 credit
<i>*Family Studies</i>	22208	.5 credit				
<i>*Consumer & Personal Finance</i>	22210	.5 credit				
<i>Nutrition & Wellness</i>	08057	.5 credit				
<i>Culinary Essentials</i>	16052	.5 credit				
<i>Leadership Service in Action</i>	22255	.5 credit				

APPLICATION LEVEL

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	

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: 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: Introduction to Family and Consumer Sciences

Course # 45001 Credit: 1.0 cr

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

Restaurant: 12.0504; Travel: 52.0901; Visual Arts: 50.0499

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 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: 1.0 Enhance knowledge, skills and practices required in family, work and community settings. (FCS1.0 & FCS6.0)

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.		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	Identify the role of Family and Consumer Sciences Education in the development of 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.		3	2	1	0
1.2.1	Understand the interrelationship of communication modes (i.e. verbal, nonverbal, written, social media, listening, processing, and responding).				
1.2.2	Use appropriate communication strategies for the most effective outcome.				
1.2.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly.				
1.2.4	Respect others in diverse personal, family and community settings.				
1.2.5	Apply the roles of decision making and problem solving in reducing and managing conflict.				
1.2.6	Identify situations that require personal intervention and those that require professional assistance.				
1.2.7	Manage the physical and social environment to reduce conflict and promote safety in a variety of settings (i.e. family, work, community, and cyberspace).				
Benchmark: 1.3 Evaluate relationships that maximize human growth and development.		3	2	1	0
1.3.1	Identify strategies that promote human development, including children's growth and development.				
1.3.2	List criteria for providing quality care of people across the lifespan (as a family member, care provider and employee).				

Benchmark: 1.4 Analyze management strategies of personal resources to meet goals.		3	2	1	0
1.4.1	Examine purpose of personal financial planning.				
1.4.2	Identify sound management principles for personal financial practices.				
1.4.3	Practice being a wise consumer of goods and services.				
1.4.4	Use technology and other tools to manage personal and work (school) responsibilities.				
1.4.5	Analyze portfolios (electronic or hard copy) to learn how to document knowledge, skills, and experience in Family and Consumer Sciences (i.e personal development and career related).				
1.4.6	Establish a personal portfolio (electronic or hard copy) to begin to document personal achievements and experiences.				

Benchmark: 1.5 Analyze the factors that influence personal and family wellness across the life span.		3	2	1	0
1.5.1	Evaluate the relationship of physical, social, emotional, and mental wellness.				
1.5.2	Identify reliable sources of nutrition and wellness information (i.e. labeling, FDA, USDA, CDC, KS and US agencies).				
1.5.3	Analyze the relationship of knowing how to cook to prevent and/or improve health conditions. (e.g. obesity, high blood pressure).				
1.5.4	Demonstrate basic cooking skills to enhance healthy food consumption.				

Benchmark 1.6 Demonstrate life literacy skills required for success in the family, workplace, and community settings.		3	2	1	0
1.6.1	Compare and contrast leadership and being a leader, to teamwork and being a team player.				
1.6.2	Research, apply, and evaluate information to accomplish tasks.				
1.6.3	Demonstrate effective communication in family and community settings				
1.6.4	Demonstrate respect for diversity and cultural differences.				
1.6.5	Create ideas, proposals, and solutions to a problem.				
1.6.6	Determine the most appropriate response to workplace (school) situations based on legal and ethical considerations.				
1.6.7	Demonstrate basic understanding of consumer rights and personal finance.				
1.6.8	Demonstrate teamwork and leadership skills.				
1.6.9	Practice balancing work and life management skills.				

Benchmark: 1.7 Analyze personal-roles and responsibilities family, work and community settings		3	2	1	0
1.7.1	Assess personal strengths, interests, needs and preferences using formal and informal assessments.				
1.7.2	Analyze opportunities for employment and entrepreneurial endeavors within human services and related Family and Consumer Sciences career areas.				
1.7.3	Identify the difference between a non-profit and for-profit provider of goods and services.				
1.7.4	Demonstrate quality work.				

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. One or more career paths are suggested for inclusion.

Benchmark: 1.8 Analyze career paths within family and community services.		3	2	1	0
1.8.1	Understand the prevention aspect of family and consumer sciences, and the intervention role of family and community services careers in meeting personal and family				
1.8.2	Identify the traits and skills needed to be a successful service provider in the family and community services field.				
1.8.3	Explain the need for prevention education and advocacy within family and community services.				

1.8.4	Summarize the education, training and careers within family and community services (i.e. social work, family therapy, geriatric center director, child and family advocate, family and consumer sciences educator).				
Benchmark: 1.9 Analyze career paths within the food science, food technologies, dietetics and nutrition industries.		3	2	1	0
1.9.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food science, technologies, dietetics and nutrition industries.				
1.9.2	Identify traits and skills need for success in the food science, food technologies, dietetics and nutrition industries.				
1.9.3	Explain the roles and functions of individuals in food science, food technologies, dietetics and nutrition industries.				
1.9.4	Summarize the education, training and careers in food, dietetics, nutrition and wellness (i.e. nutrition educator, dietician, family and consumer sciences educator).				
Benchmark: 1.10 Analyze career paths within early childhood, education and related services.		3	2	1	0
1.10.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to early childhood, education and related services.				
1.10.2	Identify traits and skills need for success in the education field (e.g. early child, K-12).				
1.10.3	Explain the roles and functions of individuals in early childhood, education and related services..				
1.10.4	Summarize the education, training and careers in early child development and services and education and training (i.e. early child education, center director, child development specialist, family and consumer sciences educator, elementary teacher, special services director).				
Benchmark: 1.11 Analyze career paths within consumer service and advocacy		3	2	1	0
1.11.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to consumer and advocacy careers.				
1.11.2	Identify traits and skills need for success in the consumer service industries.				
1.11.3	Compare and contrast consumer service and customer service.				
1.11.4	Explain the roles and functions of individuals in consumer service and advocacy..				
1.11.5	Summarize the education, training and careers in consumer services and advocacy (i.e. financial planning, credit counseling, insurance, estate planning, consumer advocate, family and consumer sciences educator).				
Benchmark: 1.12 Analyze career paths within textile, apparel and interior design industries.		3	2	1	0
1.12.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to textile, apparel and interior design industries.				
1.12.2	Identify traits and skills need for success in the textile, apparel and interior design industries.				
1.12.3	Explain the roles and functions of individuals in textile, apparel and interior design industries.				
1.12.4	Summarize the education, training and careers in textile, apparel and interior design industries (i.e. interior design, interior decorator, apparel design, set design, textile design, interior and/or apparel merchandising, family and consumer sciences educator).				
Benchmark: 1.13 Analyze career paths within food production, culinary arts and food services industries.		3	2	1	0
1.13.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food production, culinary arts and food service industries.				
1.13.2	Identify traits and skills need for success in the food production, culinary arts and food service industries.				
1.13.3	Explain the roles, duties and functions of individuals in food production, culinary arts and food services industries.				
1.13.4	Summarize the education, training and careers in food production, culinary arts and food services industries (i.e. chef, cook, restaurant manager, caterer, food stylist, wait staff, food service director, professional taste tester, food critic, Family and Consumer Sciences Educator).				
Benchmark 1.14 Analyze career paths within hospitality, lodging and event planning industries.		3	2	1	0

1.14.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to hospitality, lodging and event planning industries.				
1.14.2	Identify traits and skills need for success in the hospitality, lodging and event planning fields.				
1.14.3	Explain the roles, duties and functions of individuals in hospitality, lodging and event planning careers.				
1.14.4	Summarize the education, training and careers in hospitality, lodging and event planning (i.e. life event planner, hotel manager, bed and breakfast owner, hospitality coordinator, travel agent, tour guide and Family and Consumer Sciences Educator).				

Kansas Human Services Cluster

Course: Human Growth & Development 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
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- 1 Skill Undeveloped
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Learner:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
Learner Signature <hr style="border: 0.5px solid blue;"/>		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	

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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:	
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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.				

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

Course: Consumer & Personal Finance

Course # :22210 Credit: .5 cr.

CIP Code: Family: 19.0799; Finance: 52.0801

Rating Scale:

- 3 Skilled- Works Independently
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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: 6.0 Evaluate management practices related to human, economic and environmental resources. (FCS2.0 &FCS3.0)

Benchmark:6.1 Analyze factors leading to strong personal and family consumer decision making.		3	2	1	0
6.1.1	Analyze the effects of finances on relationships across the lifespan.				
6.1.2	Analyze and create a personal budget based on sound financial practices and spending allowances.				
6.1.3	Demonstrate the ability to set SMART individual and family financial goals.				
6.1.4	Compare and contrast the changes to financial plans to meet the needs of families across the family life cycle.				
6.1.5	Examine internal and external factors that affect family and consumer decisions (i.e. media/advertising, the economy, environmental issues, geographic region of residence, and availability of resources such as time, skills, knowledge, and money).				
6.1.6	Analyze opportunity costs of financial decisions (i.e. spending vs saving, saving vs investing)				
6.1.7	Evaluate how economic decisions made in business and industries impact consumer choices.				
6.1.8	Explain the influence of culture on financial habits (as in socio-economic status, ethnicity, religion, etc.)				
6.1.9	Analyze employment benefits (insurance, paid sick leave, vacation leave, family leave, retirement packages) on balancing work and family financial obligations.				
6.1.10	Identify local, state, and national taxes and other deductions that impact net income and budgeting.				
6.1.11	Determine budgeting considerations related to pay periods. (Ex: Weekly, bi-weekly, monthly)				
6.1.12	Demonstrate understanding and completion of basic tax forms (W2, W4, 1040EZ)				
6.1.13	Compare and contrast reliable and unreliable sources of financial information on which to base intelligent consumer decisions (e.g. internet vs governmental protection agencies, advertisements vs reading the labels and consumer ratings).				

Benchmark:6.2 Promote sound spending and saving practices across the life span.		3	2	1	0
6.2.1	Identify the procedure to access community resources and services for consumers and families.				
6.2.2	Analyze state and federal policies regarding consumer rights, responsibilities, and consumer protection laws.				
6.2.3	Evaluate savings alternatives.				
6.2.4	Analyze spending habits and practice budgeting for a variety of life settings.				

6.2.5	Practice intelligent consumer purchasing that fits within a budget and meets a need for a good or service.				
6.2.6	Identify benefits and risks of using technology in spending, saving and record keeping.				
6.2.7	Develop a financial plan based upon costs and benefits of wise spending and saving habits.				
6.2.8	Develop a process for personal record keeping, including a system for determining records needed, mode of storage (original vs scanned copy), accessing and security of records.				
6.2.9	Identify current and emerging technology that impacts consumer and family decision making.				
6.2.10	Analyze pros and cons of different payment methods (i.e. wage vs salary, stipend earnings, government assistance)				
6.2.11	Demonstrate skills needed to address a consumer right violation.				

Benchmark:6.3 Understand foundational risk management and risk protection.		3	2	1	0
6.3.1	Evaluate the role of will and estate planning in the financial security of children and family left behind.				
6.3.2	Analyze risk management strategies for long-term financial security (i.e. insurance, investment alternatives, practicing safe investing, 401K)				
6.3.3	Compare and contrast services provided by financial institutions (i.e. credit union, privately owned bank) .				
6.3.4	Analyze the need for, purpose, costs and benefits of insurance (i.e. property, liability, health, disability, long-term care, life).				
6.3.5	Evaluate health related considerations of employment to meet the needs of consumers and their families (i.e. workman's compensation, disability, medical insurance provisions, part time employment considerations and benefits).				
6.3.6	Identify behaviors/strategies that reduce the risk of identity theft/consumer fraud.				

Benchmark:6.4 Analyze factors related to credit and debt.		3	2	1	0
6.4.1	Evaluate sources and availability of credit for consumers and their families.				
6.4.2	Summarize borrower's rights and responsibilities including role of credit reports.				
6.4.3	Examine strategies to avoid or correct debt management problems.				
6.4.4	Summarize major consumer credit laws.				
6.4.5	Analyze the requirements of contractual obligations.				

Benchmark: 6.5 Enhance career readiness through practicing appropriate skills in consumer settings.					
6.5.1	Practice solving authentic personal and family finance related problems with real numbers and mathematical concepts.				
6.5.2	Conduct a cost/benefit analysis of paying cash vs using credit				
6.5.3	Use appropriate communication strategies when discussing financial issues.				
6.5.4	Enhance development of 21 st century process skills (i.e. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)				
6.5.5	Compare and contrast the difference between customer service and consumer services.				
6.5.6	Explain the roles and functions of consumer services professionals in addressing individual and family needs (i.e. family financial planning, credit counseling, insurance, estate planning, consumer advocacy, family and consumer sciences education/extension).				
6.5.7	Summarize education and training requirements and opportunities for careers in consumer services and advocacy.				
6.5.8	Identify and use a variety of web-based tools for real world, global applications involving communication to collect and disseminate consumer information. (e.g. Web-based banking)				
6.5.9	Demonstrate ability to file a consumer complaint (i.e. letter writing, process/steps, documentation collecting)				

Kansas Human Services Cluster

Course: Nutrition and Wellness

Course: # 08057 Credit: .5 cr.

CIP Codes: FCCS: 19.0799; Health:

51.9999Restaurant12.0504; Travel: 52.0901

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: 7.0 Demonstrate nutrition, health and wellness practices that enhance individual and family well-being/ (FCS9.0 & FCS14.0)

Benchmark: 7.1 Analyze factors that influence wellness across the life span	3	2	1	0
7.1.1 Identify the interrelationship of the three sides of the wellness triangle.				
7.1.2 Analyze the relationship of the physical, emotional, social and intellectual components of individual and family wellness.				
7.1.3 Compare and contrast nutritional and wellness challenges across the lifespan for individuals and families.				
7.1.4 Examine the impact of family culture, socio economic and local to global conditions on wellness practices (e.g. local sourcing, food availability, imported foods, etc)				
7.1.5 Analyze the effects of social and cultural views on body image.				
7.1.6 Identify risky behaviors that affect health and wellness.				
7.1.7 Analyze data related to health and wellness to determine reliable and unreliable sources of nutrition, health and wellness information.				
7.1.8 Identify legislation, regulations and public policies related to personal wellness (i.e. health care, food inspection, labeling laws, bringing eating at home, and requirements for insurance)				
7.1.9 Summarize information about procuring and maintaining health care across the lifespan.				
7.1.10 Analyze options for creating sustainable wellness practices (i.e. water conservation, walking outside vs a treadmill)				

Benchmark: 7.2 Demonstrate good nutrition, sound food preparation and selection to enhance healthy behaviors.	3	2	1	0
7.2.1 Analyze the impact of nutrients on health, appearance and peak performance.				

7.2.2	Identify the effects of diet fads, food addictions, and eating disorders on wellness.				
7.2.3	Compare and contrast food deficiencies and toxicities on mental and physical health (e.g. dementia, potassium/water deficiency).				
7.2.4	Analyze impact of food decisions on social wellness (e.g. aging, family table)				
7.2.5	Apply dietary guidelines in meal planning/food decisions to meet nutritional needs across the life plan (e.g. special diets, age specific considerations, seasonal foods)				
7.2.6	Analyze the relationship between knowing how to cook for prevention of diseases, and/or improvement of health conditions (i.e. obesity prevention, high blood pressure)				
7.2.7	Demonstrate various cooking methods that increase nutritional value (i.e. broiling/steaming/baking vs frying, fresh vs frozen, food preservation to enhance healthier foods vs purchase premade foods with additives to increase shelf life)				
7.2.8	Practice food innovation, food preparation and sanitation skills to modify foods for improvement of health value (i.e. lower sodium, lower fat content, lower kcals, increase nutritional value of foods and/or other scenarios).				

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

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

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

Family & Consumer Sciences

Kansas Hospitality and Tourism Cluster**Course: Culinary Essentials**

Course #: 16051 Credit: 0.5 cr

CIP Codes:

Restaurant and Event Management (12.0504)

Travel and Tourism (52.0901)

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

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

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

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

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

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

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

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

Family & Consumer Sciences

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

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

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

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

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	

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: 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

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 <hr style="border: 0.5px solid blue;"/>		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.*				