# Introduction to Family & Consumer Sciences Course No. 19251 Credit: 1.0

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| **Student name:**  |  | **Graduation Date:** |  |

Pathways and 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: **Introductory Level:** 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.

## Benchmark 1: Evaluate the significance of family and its impact on the well-being of individuals and the community.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Analyze the family as the basic unit of society. |  |
| 1.2 | Apply critical thinking and problem-solving in family settings. |  |
| 1.3 | Investigate the connection between personal growth and family development. |  |
| 1.4 | Understand the impact of family on the community in which they live. |  |

## Benchmark 2: Analyze functions and expectations of positive interpersonal relationships.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 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). |  |
| 2.2 | Investigate human development and the role of caring for others across the life span. |  |
| 2.3 | Demonstrate the use of verbal, listening, and writing skills to communicate clearly. |  |
| 2.4 | Demonstrate respect of others in all situations. |  |
| 2.5 | Analyze the roles of decision making and problem solving in reducing and managing conflict in family, community and work situations. |  |
| 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 3: Analyze the relationship of sound resource management to meet personal goals.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Examine consumer rights and purpose of personal financial planning. |  |
| 3.2 | Analyze sound management principles for personal financial practices. |  |
| 3.3 | Demonstrate teamwork and leadership skills in diverse group settings. |  |
| 3.4 | Use technology and other tools to balance personal and work (school) responsibilities. |  |
| 3.5 | Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences. |  |

## Benchmark 4: Analyze the factors that influence personal and family wellness across the life span.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Analyze the relationship of physical, social, emotional, and mental health to overall wellness. |  |
| 4.2 | Determine how health and wellness influences, and is influenced by career selection. |  |
| 4.3 | Identify reliable sources of nutrition and wellness information (i.e. labeling, FDA, USDA, CDC, KS and US agencies). |  |
| 4.4 | Analyze the relationship of knowing how to cook to prevent and/or improve health conditions. (e.g. obesity, high blood pressure). |  |
| 4.5 | Demonstrate basic cooking skills to enhance healthy food consumption. |  |

## Benchmark 5: Analyze relationship between career selection, personal goals and life balance.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Assess personal strengths, interests, needs and preferences to determine career choices.  |  |
| 5.2 | Analyze opportunities for employment and entrepreneurial endeavors which align to personal needs (within Family and Consumer Sciences and other career areas). |  |
| 5.3 | 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). |  |
| 5.4 | Demonstrate basic job preparation skills (e.g. resume, personal experiences, school grades and building references). |  |

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| **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 6: Analyze career paths within family, community and consumer services.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | 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). |  |
| 6.2 | Identify the traits and skills needed to be a successful service provider in family, community and consumer services field.  |  |
| 6.3 | Compare and contrast consumer service and customer service. |  |
| 6.4 | Explain the need for prevention education and advocacy within family and community services. |  |
| 6.5 | 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 7: Analyze career paths within the food science, food technologies, dietetics and nutrition industries.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Understand the relationship of family and consumer sciences life literacy skills as foundational to food science, technologies, dietetics and nutrition industries. |  |
| 7.2 | Identify traits and skills need for success in the food science, food technologies, dietetics and nutrition industries. |  |
| 7.3 | Explain the roles and functions of individuals in food science, food technologies, dietetics and nutrition industries. |  |
| 7.4 | Summarize the education, training and careers in food, dietetics, nutrition and wellness (e.g. nutrition educator, dietician, family and consumer sciences educator). |  |

## Benchmark 8: Analyze career paths within early childhood, education and related services.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 | Understand the relationship of family and consumer sciences life literacy skills as foundational to early childhood, education and related services. |  |
| 8.2 | Identify traits and skills need for success in the education field (e.g. early child, K-12). |  |
| 8.3 | Explain the roles and functions of individuals in early childhood, education and related services. |  |
| 8.4 | 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 9: Analyze career paths within textile, apparel and interior design industries.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 9.1 | Understand the relationship of family and consumer sciences life literacy skills as foundational to textile, apparel and interior design industries. |  |
| 9.2 | Identify traits and skills need for success in the textile, apparel and interior design industries.  |  |
| 9.3 | Explain the roles and functions of individuals in textile, apparel and interior design industries.  |  |
| 9.4 | 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 10: Analyze career paths within food production, culinary arts and food services industries.

### Competencies

| **#** | **Description** | **rating** |
| --- | --- | --- |
| 10.1 | Understand the relationship of family and consumer sciences life literacy skills as foundational to food production, culinary arts and food service industries. |  |
| 10.2 | Identify traits and skills need for success in the food production, culinary arts and food service industries. |  |
| 10.3 | Explain the roles, duties and functions of individuals in food production, culinary arts and food services industries.  |  |
| 10.4 | 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 11: Analyze career paths within hospitality, lodging and event planning industries.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 11.1 | Understand the relationship of family and consumer sciences life literacy skills as foundational to hospitality, lodging and event planning industries.  |  |
| 11.2 | Identify traits and skills need for success in the hospitality, lodging and event planning fields. |  |
| 11.3 | Explain the roles, duties and functions of individuals in hospitality, lodging and event planning careers. |  |
| 11.4 | 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). |  |

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

Instructor Signature:

For more information, contact:

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