# Introduction to Family & Consumer Sciences Course No. 19251 Credit: 0.5

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

Pathways and CIP Codes:Family, Community & Consumer Services (44.0000); 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, childcare 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: ANALYZE FUNCTIONS AND EXPECTATIONS OF POSITIVE INTERPERSONAL RELATIONSHIPS AND SOUND RESOURCE MANAGEMENT TO MEET PERSONAL NEEDS & GOALS..

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Compare, contrast, and demonstrate communication modes in family, community and  work situations (i.e. verbal, nonverbal, written, social media, active listening, processing,  and responding). |  |
| 1.2 | Investigate human development and the role of caring for others across the life span. |  |
| 1.3 | Analyze the roles of decision making and problem solving in reducing and managing  conflict in family, community and work situations. |  |
| 1.4 | Practice respect and communication to reduce conflict and promote safety in a variety of  settings (i.e. family, work, community, and cyberspace). |  |
| 1.5 | Examine consumer rights and the principles of personal financial planning. |  |
| 1.6 | Demonstrate teamwork and leadership skills in diverse group settings. |  |
| 1.7 | Use technology and other tools to balance personal and work (school) responsibilities. |  |

## Benchmark 2: EVALUATE THE SIGNIFICANCE OF FAMILY AND ITS IMPACT ON THE WELL-BEING OF INDIVIDUALS AND THE COMMUNITY AND IT’S INFLUENCE ON PERSONAL AND FAMILY WELLNESS ACROSS THE LIFESPAN.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Analyze the family as the basic unit of society. |  |
| 2.2 | Apply critical thinking and problem-solving in family settings. |  |
| 2.3 | Investigate the connection between personal growth and family development. |  |
| 2.4 | Understand the impact of family on the community in which they live. |  |
| 2.5 | Identify reliable sources of nutrition and wellness information (i.e. labeling, FDA, USDA,  CDC, KS and US agencies). |  |
| 2.6 | Analyze the relationship of physical, social, emotional, and mental health to overall  wellness. |  |
| 2.7 | Understand basic cooking skills to enhance healthy food consumption. |  |
| 2.8 | Identify the relationship between basic cooking skills and prevention of and/or  improvement of health conditions. (e.g. obesity, high blood pressure) |  |

## Benchmark 3: ANALYZE RELATIONSHIP BETWEEN CAREER SELECTION, PERSONAL GOALS AND LIFE BALANCE.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Assess personal strengths, interests, needs and preferences to determine career  choices. |  |
| 3.2 | Determine how health and wellness influences, and is influenced by career selection. |  |
| 3.3 | Analyze opportunities for employment and entrepreneurial endeavors which align to  personal needs (within Family and Consumer Sciences and other career areas). |  |
| 3.4 | 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). |  |
| 3.5 | Demonstrate basic job preparation skills (e.g. resume, personal experiences, school  grades and building references). |  |

## Benchmark 4: ANALYZE CAREER PATHS WITHIN FAMILY, COMMUNITY AND CONSUMER SERVICES, EARLY CHILDHOOD, AND EDUCATION AND TRAINING .

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | 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). |  |
| 4.2 | Identify the traits and skills needed to be a successful service provider in family,  community and consumer services field. |  |
| 4.3 | Identify traits and skills needed for success in the education field (e.g. early child, K-12). |  |
| 4.4 | Explain the roles and functions of individuals in early childhood, education and related  services. |  |
| 4.5 | Summarize the education, training and careers within family, community and consumer  services, early childhood, and education and training (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,  early child education, center director, child development specialist, family and consumer  sciences educator, elementary teacher, special services director). |  |

## Benchmark 5: ANALYZE CAREER PATHS IN TEXTILE, APPAREL, AND INTERIOR DESIGN

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Identify traits and skills needed for success in the textile, apparel and interior design  industries. |  |
| 5.2 | Explain the roles and functions of individuals in textile, apparel and interior design  industries. |  |
| 5.3 | 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 6: ANALYZE CAREER PATHS WITHIN HOSPITALITY AND TOURISM, CULINARY ARTS, AND NUTRITION AND DIETETICS.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Identify traits and skills needed for success in the food science, food technologies,  dietetics nutrition, food production, culinary arts, food service hospitality, lodging and  event planning industries. |  |
| 6.2 | Explain the roles and functions of individuals in food science, food technologies, dietetics  nutrition, hospitality, lodging and event planning careers industries. |  |
| 6.3 | Summarize the education, training and careers in food, dietetics, nutrition and wellness  (e.g. nutrition educator, dietician, , chef, cook, restaurant manager, caterer, food stylist,  wait staff, food service director, professional taste tester, food critic, life event planner,  hotel manager, bed and breakfast owner, hospitality coordinator, travel agent, tour  guide, Family and Consumer Sciences Educator). |  |

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

Instructor Signature:

For more information, contact:

CTE Pathways Help Desk

(785) 296-4908

[pathwayshelpdesk@ksde.org](mailto:pathwayshelpdesk@ksde.org)



900 S.W. Jackson Street, Suite 102

Topeka, Kansas 66612-1212

[https://www.ksde.org](https://www.ksde.org/)

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