

**Kansas Family and Consumer Sciences Education
Work and Family Studies Program**

Course: **Comprehensive Introductory-level Work and Family Studies**

CIP Code: **19.0000** Course # **i**

- 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.

Academic Foundations

Benchmark: 0.1 Apply reading and writing, math, and science skills in personal, professional, and community situations. (CC K&S)		3	2	1	0
0.1.1	Writes effectively for a variety of audiences, purposes, and contexts. (narrative, expository, technical, persuasive) (W1.4 ⁽ⁱ⁾)				
0.1.2	Comprehends a variety of texts. (narrative, expository, technical, persuasive) (R1.4 ⁽ⁱ⁾)				
0.1.3	Determines the meaning of words or phrases using context clues from sentences or paragraphs. (R1.3.1 ⁽ⁱ⁾)				
0.1.4	Understands the purpose of text features and uses such features to locate information in and to gain meaning from appropriate-level texts. (R1.4.2 ⁽ⁱ⁾)				
0.1.5	Uses information from the text to make inferences and draw conclusions. (R1.4.5 ^(▲))				
0.1.6	Adjusts original rational number estimate of a real-world problem based on additional information. (as frame of reference) (M1.3.A1 ⁽ⁱ⁾) (\$)				
0.1.7	Generates and/or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts. (M1.4.A1a,b,d ^(▲)) (\$)				
0.1.8	Uses data analysis in real-world problems with rational number data sets to compare and contrast two sets of data, to make accurate inferences and predictions, to analyze decisions, and to develop convincing arguments from data displays. (M4.2.A1 ⁽ⁱ⁾) (\$)				
0.1.9	Research, apply, and evaluate information to accomplish tasks. (CC K&S) (SC CD2.1)				

Communications

Benchmark: 0.2 Demonstrate appropriate communication skills that contribute to positive relationships. (*13.3) (21 st)		3	2	1	0
0.2.1	Use appropriate communication strategies for most effective outcome. (*13.3.1) (CC K&S) (21 st) (SC P/SD1.2) (S1.1.5)				
0.2.2	Use listening and writing skills appropriately to communicate clearly. (*13.3.2) (*13.3.3) (CC K&S) (21 st) (SC P/SC1.2)				
0.2.3	Apply and/or interpret nonverbal communication to fully understand meaning. (CC K&S)				
0.2.4	Communicate respectfully and effectively with people of different cultures and diverse perspectives. (*13.3.5) (CC K&S) (21 st) (SC P/SD1.2)				

Problem Solving and Critical Thinking

Benchmark: 0.3 Apply thinking and problem-solving processes to personal, professional and community issues. (21 st) (SC AD1.2)		3	2	1	0
0.3.1	Clarify personal and family issues.				
0.3.2	Identify adequate, reliable information, and resources for personal and family problem solving. (CC K&S)				
0.3.3	Critique alternative methods of solving problems and accomplishing tasks. (CC K&S)				
0.3.4	Evaluate potential consequences of alternative choices. (CC K&S)				
0.3.5	Use criteria and standards to make ethical decisions. (21 st)				
0.3.6	Implement an action plan.				
0.3.7	Evaluate outcomes to measure progress. (CC K&S)				

Cross-walking Key: (*) National and Kansas (2000) Family and Consumer Sciences Standards (\$) National Standards for Financial Literacy (i) Assessed Indicator for Kansas Assessment Tests
 (CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (21st) 21st Century Learning Skills (www.21stcenturyskills.org) (R) Kansas Reading Curricular Standards
 (M) Kansas Mathematics Curricular Standards (W) Kansas Writing Curricular Standards (SC) Kansas School Counseling Standards
 (H-G) Kansas History & Government; Economics & Geography Curricular Standards (S) Kansas Science Curricular Standards

Information Technology Applications

Benchmark: 0.4 Use technology to access, manage, integrate, and create information. (CC K&S)		3	2	1	0
0.4.1	Use a variety of communication technologies to locate information and manage records for family, work, and community settings. (*13.3.6) (CC K&S) (21 st)				
0.4.2	Use technology to analyze, manipulate, and interpret information. (CC K&S) (21 st) (S5.1.1 <i>ii</i>)				
0.4.3	Identify adequate, reliable information, and resources. (CC K&S)				

Safety, Health and Environmental

Benchmark: 0.5 Evaluate potential hazardous situations to defuse them and determine intervention strategies. (CC K&S)		3	2	1	0
0.5.1	Manage the physical and social environment to reduce conflict and promote safety in family, workplace, and community. (CC K&S) (21 st) (SC P/SD3.1)				
0.5.2	Practice safety techniques to create a safe environment. (CC K&S) (SC P/SD3.1)				
0.5.3	Understand how to document and report emergency/crisis situations and outcomes to the appropriate authorities. (CC K&S)				
0.5.4	Follow regulations, organizational policies, and procedures to assure a safe and healthy environment. (CC K&S) (GovB1i2 <i>ii</i> A) (SC CD3.2) (S6.1 <i>ii</i>)				

Leadership and Teamwork and Ethics and Legal Responsibilities

Benchmark: 0.6 Demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and community. (*13.5) (21 st)		3	2	1	0
0.6.1	Examine the FCCLA organization and its relationship to the family and consumer sciences curriculum.				
0.6.2	Recognize and model positive leadership and teamwork behaviors to inspire others. (CC K&S) (21 st) (H-G)				
0.6.3	Identify ways to be a responsible citizen in families, career, and communities. (GovB2i2 <i>ii</i> K) (SC AD3.1)				
0.6.4	Recognize diverse abilities of team members. (21 st) (SC CD1.1)				
0.6.5	Apply leadership, citizenship, and teamwork skills in authentic experiences. (21 st) (H-G) (SC CD3.2)				
0.6.6	Demonstrate ethical behavior in personal, workplace, and community context. (21 st) (SC P.SD1.1) (SC CD3.2)				

Career Development and Systems

Benchmark: 0.7 Analyze strategies to manage the multiple individual, family, career, and/or community roles and responsibilities. (*1.1) (CC K&S) (21 st)		3	2	1	0
0.7.1	Analyze ways that individual career goals can impact the family's capacity to meet goals for all family members. (*1.1.3) (CC K&S) (\$) (SC AD3.1) (SC CD1.1)				
0.7.2	Analyze the potential impact of career path decisions on balancing work and family. (*1.1.4) (\$) (SC AD3.1)				
0.7.3	Develop a life plan for achieving individual, family and/or career goals. (*1.1.6) (CC K&S) (21 st) (SC P/SD2.1)				
0.7.4	Determine skills and knowledge needed for a life plan. (21 st) (SC AD1.2)				
0.7.5	Demonstrate processes for cooperating, compromising and collaborating to achieve goals. (*13.5.7) (21 st) (SC P/SD2.1) (SC AD1.2)				

Technical Skills

COMPREHENSIVE STANDARD: Discover the skills, knowledge, attitudes, and behaviors necessary to be successful in families, careers, and communities in today's ever-changing society.

Benchmark: 1.1 Demonstrate transferable and employability skills in community and workplace settings. (*1.2) (FCCLA Power of One) (SD CD3.2)		3	2	1	0
1.1.1	Examine potential career choices to determine the knowledge, skills, and attitudes associated with each. (*1.2.1) (SC CD1.1)				
1.1.2	Demonstrate job seeking and job keeping skills through strong work ethics and professionalism. (*1.2.2 & *1.2.8) (SC CD1.2) (SC CD3.2)				
1.1.3	Demonstrate communication skills and teamwork skills in community and workplace settings. (*1.2.3 & *1.2.4) (SC CD1.2)				
1.1.5	Examine factors that contribute to maintaining safe and healthy work, and community environments. (*1.2.7) (SC CD2.1)				
Benchmark: 2.1 Demonstrate management of individual and family resources in order to achieve personal goals. (*2.1)		3	2	1	0
2.1.1	Apply management and planning skills and processes to organize tasks and responsibilities. (*2.1.1)				
2.1.2	Examine how individuals and families make choices to satisfy needs and wants. (*2.1.2) (FCCLA Power of One)				
2.1.3	Evaluate community resources and services available to individuals and families.				

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Technical Skills - continued

COMPREHENSIVE STANDARD: Discover the skills, knowledge, attitudes, and behaviors necessary to be successful in families, careers, and communities in today's ever-changing society.

Benchmark: 2.2 Analyze the relationship of the environment to family and consumer resources. (*2.2)		3	2	1	0
2.2.1	Determine individual and family responsibility in relation to the environmental trends, issues, and affects on future generations. (*2.2.1) (H-G) (S6.3)				
2.2.2	Examine behaviors that conserve, reuse, and recycle resources to maintain the environment. (*2.2.3) (FCCLA Community Service) (G5.2(A)) (S6.3.1(I))				
Benchmark: 2.3 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. (1.3) (*2.6) (\$) (EB5i3(K))		3	2	1	0
2.3.1	Examine the need for personal and family financial planning. (1.3.1) (*2.6.1) (FCCLA Financial Fitness) (\$) (21 st) (H-G)				
2.3.2	Apply management principles to individual and family financial practices. (1.3.2) (*2.6.2) (\$) (21 st)				
Benchmark: 2.5 Analyze interrelationships between the economic system and consumer actions. (*2.5) (EB3i2(A))		3	2	1	0
2.5.1	Identify factors affecting consumer decisions. (H-G)				
2.5.2	Identify strategies for comparison-shopping.				
Benchmark: 3.1 Analyze the factors that influence personal and family wellness across the life span. (*14.6)		3	2	1	0
3.1.1	Evaluate the relationship among physical, social, emotional, and mental wellness in life. (*14.6.1)				
3.1.2	Examine how physical activity relates to wellness. (*14.6.5)				
Benchmark: 3.2 Examine the nutritional needs of individuals and families in relation to health and wellness across the life span. (*14.2)		3	2	1	0
3.2.3	Assess the impact of food and diet fads, food addictions, and eating disorders on wellness. (*14.2.3)				
3.2.5	Evaluate relationship between food choices, eating patterns, physical activity, and maintaining overall wellness. (9.6.1) (S6.1)				
3.2.7	Apply various dietary guidelines in planning to meet nutrition and wellness needs of individuals, families, and individuals with special dietary needs. (9.2.2) (9.2.3) (*14.3.1)				
3.2.8	Demonstrate ability to select, store, prepare, and serve nutritious foods. (9.5.1) (*14.3.3)				
3.2.9	Analyze nutrition label information to make positive food choices and wellness decisions. (9.5.3)				
Benchmark: 3.3 Evaluate factors that affect food safety, from production through consumption. (*14.4)		3	2	1	0
3.3.1	Determine conditions and practices that promote safe food handling. (9.4.1) (*14.4.1)				
3.3.2	Demonstrate safety and sanitation practices. (9.3.1) (9.3.2) (*14.4.2)				
Benchmark: 4.1 Enhance self-development throughout the life span.		3	2	1	0
4.1.1	Examine the effect of self-esteem and self-image on relationships. (*13.2.3) (SD P/SD1.1)				
4.1.2	Determine stress management strategies for family, work, and community settings. (*13.1.6) (SC P/SD3.1)				
4.1.3	Determine the roles of decision making and problem solving in reducing and managing conflict. (1.5.2) (*13.4.3) (SC P/SD3.1)				
4.1.4	Choose healthful and responsible ways to express self.				
Benchmark: 4.3 Analyze the impact of family as a system on individuals and society. (1.4) (*6.0)		3	2	1	0
4.3.1	Examine family as a basic unit of society as it transmits societal expectations. (*6.1.1) (*6.1.2)				
4.3.2	Examine global influences on the family in teaching culture and traditions. (1.4.1) (*6.1.3) (*6.1.4)				
4.3.4	Determine the impact of change and transitions over the life course. (1.4.3) (*6.1.6) (SD AD3.1)				
Benchmark: 4.5 Analyze conditions that impact human development, roles, and responsibilities throughout the life span. (*12.2)		3	2	1	0
4.5.1	Investigate the impact of heredity, gender, ethnicity, culture, and social forces on human development. (*12.2.1) (*12.2.2) (*12.2.3)				
4.5.4	Develop strategies for sharing ownership of responsibilities of managing family and work.				

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Technical Skills - continued

COMPREHENSIVE STANDARD: Discover the skills, knowledge, attitudes, and behaviors necessary to be successful in families, careers, and communities in today's ever-changing society.

Benchmark: 4.6 Analyze functions and expectations of constructive interpersonal relationships.		3	2	1	0
4.6.1	Examine appropriate strategies to initiate, maintain, and end interpersonal relationships. (*13.1.1) (SC P/SC1.2)				
4.6.4	Determine factors that contribute to healthy and unhealthy relationships. (*3.1.4)				
Benchmark: 5.1 Analyze roles and responsibilities of parenting. (*15.1)		3	2	1	0
5.1.1	Examine parenting roles across the life span. (*15.1.1)				
Benchmark: 5.2 Evaluate parenting practices that maximize human growth and development. (*15.2)		3	2	1	0
5.2.1	Choose nurturing practices that support human growth and development. (*15.2.1)				
5.2.2	Practice communication strategies that promote positive self-esteem in family members. (*15.2.2)				
Benchmark: 5.5 Meet developmental needs of children and adolescents.		3	2	1	0
5.5.1	Identify physical, emotional, social, intellectual, and ethical growth patterns and needs. (*12.1.1)				
5.5.6	Create strategies to enhance development of children through play and activities.				
5.5.8	Plan strategies to provide for health and safety needs from conception through adolescence.				

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Course Name: Family and Consumer Science

Teacher: Mrs. Emily

Credit: 1 Credit (For completion of full year)

Grade Level: 9th-12th

Teaching Resources: Today's Teen

Areas of Instruction

Quarter 1

1. What is Family and Consumer Science
 - Kitchen Equipment
 - Safety and Sanitation
 - Manners and Etiquette
 - Table Setting Basics

2. Reaching Your Potential
 - Making the Most of Yourself
 - What's Your Potential
 - The Importance of Goals
 - Achieving Your Goals

3. Growing and Changing
 - Changes in your Life
 - Transforming Self-Concept
 - Moving Toward Maturity

4. Building Character
 - Developing Character
 - Personal Responsibility
 - The Character Test

5. Taking Responsibility
 - Making Responsible Decisions
 - The Decision Making Process
 - Solving Problems
 - Responsible Leadership

6. Pathways to Careers
 - What Path Will you Take?
 - Investigating Careers
 - Career Opportunities
 - Workplace Skills
 - Succeeding in the World of Work
 - Building Your Workplace Foundation
 - Building Your Workplace Competencies
 - Reaching for Success

7. Entering the World of Work
 - How to Present Yourself
 - Balancing Work and Family
 - Managing Responsibilities at Home and Work
 - Respecting Others
 - Respect
 - Making a Difference
 - Respecting Your Community

8. Communication Skills
 - What is Communication?
 - How to Start a Conversation
 - Communication Roadblocks
 - Developing Listening Skills
 - Delivering your Message

Areas of Instruction

Quarter 2

1. Conflict Resolution
 - What is Conflict?
 - Responding to Conflict
 - How to Resolve Conflict
 - Working through Conflict

2. Managing Money
 - Why Manage Money?
 - Make the Most of Your Money
 - Using Financial Services
 - Financial Services
 - Check Writing
 - Check Register

3. Clothing
 - Clothing That Suits You
 - Love, Lost and What I Wore
 - Clothing -Fads and Fashions
 - Guest Speaker
 - Cues in Color
 - Fashion Color Wheel Project

4. Fibers and Fabrics
 - Fabric Construction
 - Fabric Finishes
 - Caring for Clothing

Routine Care
Storing Clothes

5. Washing Clothes-Laundry Lesson
 - Drying Clothes
 - Pressing and Ironing
 - Dry Cleaning
 - Clothing Repair
 - How to replace buttons, patches, hemming
6. Sewing Equipment
 - Small Sewing Equipment
 - Sewing Machine
 - Selecting and Reading Patterns
7. Selecting Fabric and Notions
 - Using a Pattern
 - Preparing Fabric
 - Pattern Layout
8. Getting Started
 - Machine Stitching
 - Sewing Techniques
 - Sewing Projects

Areas of Instruction

Quarter 3

1. Housing and Interiors
 - Housing to Fulfill Human Needs
 - Influences on Housing Decisions
 - Types of Housing
 - Ways to Obtain Housing
 - Choosing a Place to live
2. Decorating a Living Space
 - Designing Living Space
 - Furniture Arrangements
 - Elements of Design
3. Interiors
 - Presentation Boards
 - Color Scheme
 - Floor Plans
 - Textiles

4. A Clean, Safe Home
 - Making a Plan
 - Maintaining a Healthy Environment
 - Keeping Your Home Safe
 - Making a Difference- Clean up project
5. Your Family and Friends
 - The Importance of Friendship
 - Friends of all ages
 - Making a Difference- Friendly Offers
6. Dating
 - To Date, or Not to Date
 - Love and Infatuation
 - "Dateable"- Book report
7. Building Strong Families
 - Building Family Strengths
 - Getting along in your family
 - Sibling Rivalry
 - Making Time for each other
 - Family Meals
8. Family Changes and Challenges
 - Changes and Challenges in the Family System
 - Illness and Loss
 - Dealing with Adjustments
 - Substance Abuse and Addiction
 - Violence and Getting Help

Areas of Instruction

Quarter 4

1. Relating to Children
 - How Children Grow
 - Stages of Development
 - What influences Development
2. Caring for Children
 - Child Care
 - Meals and Snacks
 - Bedtime
 - Keeping Children Safe
 - How to Play with Children

Handling Emergencies

3. Understanding Parenting
 - The Parenting Question
 - The Responsibility
 - Parenting Resources

4. Your Health and Wellness
 - Good Health
 - Health and Wellness
 - Your Physical Health
 - How to Protect your skin
 - Your Emotional and Social Health

5. Staying Fit
 - Why Exercise
 - Managing your Weight
 - Eating Disorders
 - Health Risks
 - Avoid Drugs and Alcohol
 - Sexually Transmitted Diseases
 - Avoiding early Pregnancy

6. Food and Nutrition
 - How Nutrients Work
 - Deficiencies
 - Digestion
 - Energy and Calories
 - Meeting your Energy Needs

7. Guidelines for Healthy Eating
 - Eating and Good Health
 - Dietary Guidelines for Americans
 - MyPyramid
 - Putting it all together

8. Buying and Storing Food
 - Getting Ready to Shop
 - Shopping for Food
 - Storing Food
 - Serving Food
 - Eating Together