

KANSAS FCS STANDARDS—SAFE DATES



ACADEMIC FOUNDATIONS (utilized in all FCS classes)

Communications

Benchmark: 0.2 Demonstrate appropriate communication skills that contribute to positive relationships. (*13.3) (21st) (CC K&S ESS02)

0.2.1 Use appropriate communication strategies for the most effective outcome. (*13.3.1) (CC K&S ESS02.07) (21st) (SC P/SD 1.2) (S1.1.5)

0.2.2 Demonstrate the use of verbal, listening, and writing skills to communicate clearly. (*13.3.2) (*13.3.3) (CC K&S ESS02.06) (21st)

Problem Solving, Dilemma Solving, and Critical Thinking

Benchmark: 0.3 Apply thinking and problem-solving processes to address personal, professional and community issues. (*1.2) (21st) (SC AD 1.2) (CC K&S ESS03)

0.3.1 Identify common tasks that require employers to use problem-solving skills. (CC K&S ESS03.01.01)

0.3.2 Use problem-solving and critical thinking skills to improve a situation or process. (CC K&S ESS03.01.02) \$

0.3.3 Create ideas, proposals, and solutions to a problem. (CC K&S ESS03.01.04) \$

Safety, Health and Environmental

Benchmark: 0.5 Evaluate potential hazardous situations to defuse them and determine intervention strategies. (*5.5 & *13.4; **1.5) (CC K&S ESS06)

0.5.1 Manage the physical and social environment to reduce conflict and promote safety in settings (i.e. family, work, community, cyberspace). (*13.4.3) (21st)

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) (21st) (CC K&S ESS07&08)

0.6.1 Demonstrate quality work and effective communication by acknowledging diversity and cultural differences. (21st) (CC K&S HMC07.01.04)

0.6.2 Determine the most appropriate response to workplace (school) situations based on legal and ethical considerations. (CC K&S HMC08.01) \$

FAMILY STUDIES COURSE



COMPREHENSIVE STANDARD: 5.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. (*15.0; **5.0) (CC K&S HMC10.03)

Benchmark: 5.1 Evaluate parenting practices that maximize human growth and development. (*15.2; **5.1) (CC K&S HMPA10.01.05)

5.1.5 Identify methods for preventing abuse and neglect in families and children. (*15.2.4)

5.1.6 Demonstrate communication strategies that promote positive self-esteem in family members. (*15.2.2)

Benchmark: 5.4 Evaluate external support systems that provide service for parents. (*15.3; **5.4) (CC K&S HMPA07.01.01)

5.4.1 Identify community resources and services available to families. *(15.3.1) \$

Benchmark: 5.5 Analyze functions and expectations of various types of relationships. (*13.1; **4.6) (CC K&S HMPA02.02.01)

5.5.1 Analyze processes for building and maintaining interpersonal relationships in families. (*3.1.1)

5.5.2 Examine physical, emotional, spiritual, and intellectual functioning in stable and unstable relationships. (*13.1.3)

5.5.3 Evaluate processes for handling unhealthy relationships. (*13.1.4)

Benchmark: 5.6 Examine personal needs and characteristics and their effects on interpersonal relationships. (*13.2; **4.6) (CC K&S HMPA02.02.03)

5.6.1 Investigate the effects of personal characteristics and needs on family relationships. (*13.2.1 & *13.2.2) \$

5.6.2 Analyze the effects of self-esteem and self-image on relationships. (*13.2.3)

Benchmark: 5.7 Demonstrate standards that guide behavior in interpersonal relationships. (*13.6) (CC K&S HMPA02.02.02)

5.7.1 Determine the ethical criteria needed to evaluate interpersonal relationships. (*13.6.1)

5.7.2 Construct guidelines for assessing issues and situations involving relationships. (*13.6.2)

5.7.3 Compare the opposing points of view of current ethical issues. (National FCS Std. 13.6.5)

5.7.4 Demonstrate critical thinking and ethical decision making when making judgments and taking action. (*13.6.3) \$

Benchmark: 5.8 Evaluate effective conflict prevention and management techniques. (*13.4; **1.5) (CC K&S HMPA03.01.02)

5.8.1 Explain the origin and development of attitudes and behaviors regarding conflict. (*13.4.1)

5.8.2 Assess the similarities and differences among people that affect conflict prevention and management. (*13.4.2)

5.8.3 Apply the roles of decision making and problem solving in reducing and/or managing conflict. (*13.4.3) \$

HUMAN GROWTH AND DEVELOPMENT COURSE



COMPREHENSIVE STANDARD: 12.0 Analyze knowledge and skills needed across the life span in family, workplace, and community. (*12.0) (CC K&S ESS 10; HMC 10.03)

Benchmark: 12.2 Analyze conditions that influence human growth and development. (*12.2; **5.1) (CC K&S HMPC01.02.01)

12.2.1 Compare and contrast the effect of heredity and environment on human growth and development. (*12.2.1)

12.2.2 Evaluate the impact of social, economic, and technological forces on individual growth and development. (*12.2.2) \$

12.2.3 Analyze the effects of gender, ethnicity and culture on individual development. (*12.2.3)

Benchmark: 12.3 Evaluate strategies that promote human growth and development across the life span. (*12.3;**4.1) (CC K&S HMPC03.01)

12.3.1 Evaluate the role of nurturance on human growth and development. (*12.3.1)

12.3.2 Examine the role of communication on human growth and development. (*12.3.2)

12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs. (*12.3.3) \$

Benchmark: 12.4 Analyze functions and expectations of various types of relationships. (*13.1) (CC K&S HMC07.01.04)

12.4.1 Analyze processes for building and maintaining interpersonal relationships across the lifespan. (*13.1.1)

Benchmark: 12.5 Examine personal needs and characteristics and their effects on interpersonal relationships. (*13.2) (CC K&S HMC07.01.02)

12.5.1 Investigate the effects of personal characteristics and needs on relationships throughout life. (*13.2.1 & *13.2.2) \$

12.5.2 Categorize the effects of life span events and conditions on relationships. (*13.2.4) \$

Cross-Walking Key: *National (2006)and **Kansas (2006) Family and Consumer Sciences Standards (\$) National Standards for Financial Literacy (▲) Assessed Indicator for Kansas Assessment Tests (R) Kansas Reading Curricular Standards; (MHS) Kansas Mathematics Curricular Standards—High School; (W) Kansas Writing Curricular Standards; (SC) Kansas School Counseling Standards; (H-G) Kansas History & Government; Economics & Geography Curricular Standards; (S) Kansas Science Curricular Standards;(CC K&S ESS) Career Cluster Essential Knowledge and Skills; (CC K&S HMC) Career Cluster Human Services Cluster; (CC K&S HMPA) Career Cluster Human Services Pathway—Early Childhood (www.careerclusters.org)

SOURCE OF KS-FCS STANDARDS

Family and Community Services Pathway Design Sheet includes a list of the course options within each pathway and the competency profiles for each of those courses. They can be found at the website below.

[http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/ContentAreaF-L/FamilyandConsumerSciences/HumanServices\(CTECareerCluster\).aspx](http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/ContentAreaF-L/FamilyandConsumerSciences/HumanServices(CTECareerCluster).aspx)

KANSAS COUNSELING STANDARDS GRADES 9-12 -- SAFE DATES

PERSONAL AND SOCIAL DEVELOPMENT

Standard 1: The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.



Benchmark 1: The student will acquire and use self-knowledge.

Knowledge Base Indicators

The student ...

1. exhibits positive attitudes towards self and others
2. uses personal strengths and assets
3. understands how attitudes and choices affect behavior
4. understands change is a factor in growth and development
5. demonstrates appropriate social behavior
6. analyzes appropriate ways to take responsibility for themselves
7. identifies and uses school and community resources that provide assistance

This counseling standard aligns with the following content standards: [Science 6.1 ▲](#)
[Reading 1.4.15 ▲](#); [2.1.1 ▲](#); [2.1.2 ▲](#); [2.1.3 History/Government CG HS 1.2 ▲](#); [CG HS 2.2 ▲](#); [CG HS 4.1 ▲](#); [CG HS 4.7](#) 21st [FACS 0.6.6](#)

Standard 1: The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Benchmark 2: The student will acquire and use interpersonal skills

Knowledge Base Indicators

The student ...

1. demonstrates effective communication skills
2. demonstrates appreciation for the perspective of others
3. applies appropriate interpersonal skills
4. demonstrates respect for diversity

This counseling standard aligns with the following content standards: [Science 1.1.5](#);
[6.1.1](#); [6.1.2 ▲](#) [Reading 1.4.7 ▲](#); [1.4.8 ▲](#); [1.4.15 ▲](#); [2.1.1 ▲](#); [2.1.2 ▲](#); [2.1.3 ▲](#); [2.2.1](#); [2.2.2](#);
[2.2.3 History/Government CG HS 1.2 ▲](#); [CG HS 1.4](#); [CG HS 2.2 ▲](#); [CG HS 2.3 ▲](#); [CG HS 4.3](#);
[CG HS 4.5](#); [CG HS 4.7](#); [CG HS 5.6 CC K&S FACS 0.2.1](#); [0.2.4 21st](#)

Standard 2: The student will make decisions, set goals, and take necessary action to achieve goals.



Benchmark 1: The student will acquire self-knowledge and skills to make decisions and set goals.

Knowledge Base Indicators

The student ...

1. creates and implements a plan to achieve goals
2. evaluates the impact of consequences in the decision making process
3. applies effective coping skills
4. seeks help for self and others for solving problems and making decisions

This counseling standard aligns with the following content standards: Science 1.1 ▲; 6.1 ▲; 6.2; 6.3 ▲; 6.4; 6.5 Reading 1.4.9 ▲; 1.4.10 ▲; 1.4.15 ▲; 2.1.1 ▲; 2.1.2 ▲; 2.1.3 ▲ Math HS.2.4.K1 History/Government CG HS 1.4; CG HS 4.2; USH HS 5.3 ▲ 21st CC and K&S FACS 0.7.3; 0.7.5

Standard 3: The student will understand personal safety skills.

Benchmark 1: The student will acquire personal safety skills.

Knowledge Base Indicators

The student ...

1. implements safeguards to protect personal information
2. applies refusal skills
3. recognizes potential crises and takes appropriate action
4. demonstrates appropriate techniques for handling bullying and harassment
5. evaluates how choices impact personal safety
6. applies effective strategies to cope with peer pressure, solve problems, manage stress and anger, and resolve conflicts

This counseling standard aligns with the following content standards: Science 6.1 ▲; 6.2; 6.4; 6.5 Reading 1.4.11 ▲; 1.4.12; 1.4.13; 1.4.14 ▲; 1.4.15 ▲ Math HS.2.4.K1 History/Government CG HS 1.2 ▲; CG HS 4.5 CC K&S 21st FACS 0.5.1; 0.5.2

Counseling Standards Cross-Walking Key

(21st) denotes 21st Century Learning Skills (www.21stcenturyskills.org) (\$) denotes National Standards for Financial Literacy (CC K&S) denotes Career Cluster Knowledge and Skills (www.careerclusters.org) (▲) denotes assessed indicator for Kansas Assessment

FCCLA INTEGRATION – SAFE DATES



PROGRAM EMPHASIS

FCCLA is the only in-school student organization with the family as its central focus.

MISSION

To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through: character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

PURPOSES

1. To provide opportunities for personal development and preparation for adult life
2. To strengthen the function of the family as a basic unit of society
3. To encourage democracy through cooperative action in the home and community
4. To encourage individual and group involvement in helping achieve global cooperation and harmony
5. To promote greater understanding between youth and adults
6. To provide opportunities for making decisions and for assuming responsibilities
7. To prepare for the multiple roles of men and women in today's society
8. To promote Family and Consumer Sciences and related occupations

NATIONAL PROGRAMS



Empower youth with attitudes, skills, and resources to recognize, report, and reduce youth violence.

FCCLA members use peer education to create projects relating to one of the following five units:

- reach their peers with violence prevention education
- recognize warning signs of potential youth violence
- encourage young people to report troubling behavior
- collaborate with school and community resources to address youth violence
- develop and implement local action projects to reduce the potential for violence in their school.



Student Body is a national FCCLA peer education program that helps young people discover and practice how to be healthy, fit, real, and resilient. Its goals are to: help young people make informed, responsible decisions about their health, provide youth opportunities to teach others, encourage youth to develop and continue healthy lifestyles, as well as communication and leadership skills.

Student Body projects relate to four topic areas:

- **The Healthy You**—Explore nutrition, healthy snacks, sleep, healthy habits, consequences of negative behaviors, and more.
- **The Fit You**—Take action related to lifelong fitness, injury prevention, relaxation, and more.
- **The Real You**—Choose a healthy lifestyle by taming fears, being aware of disorders, understanding family history, and more.
- **The Resilient You**—Focus on mood choice, emotional intelligence, positive relationships, body image, stress management, and more.



The FCCLA Families First national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members. Its goals are to: help youth become strong family members and leaders for today and tomorrow and strengthen the family as the basic unit of society.

To help members focus their projects, Families First offers five units:

- **Families Today** - Understand and celebrate families
- **You-Me-Us** - Strengthen family relationships
- **Meet the Challenge** - Overcome obstacles together
- **Balancing Family and Career** - Manage multiple responsibilities
- **Parent Practice** - Learn to nurture children.

Projects in any of these national programs can be entered into **COMPETITIVE EVENTS** called STAR Events.



STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation. STAR Events offer individual skill development and application of learning through the following activities:

- Cooperative - teams work to accomplish specific goals
- Individualized - an individual member works alone to accomplish specific goals
- Competitive - individual or team performance measured by an established set of criteria.

STAR Events are grouped into Foundational, Leadership, Career Preparation, and Online Events.

More information about FCCLA can be obtained from the following websites:

<http://fcclainc.org/> (Nationals)

<http://community.ksde.org/Default.aspx?tabid=4008> (Kansas)