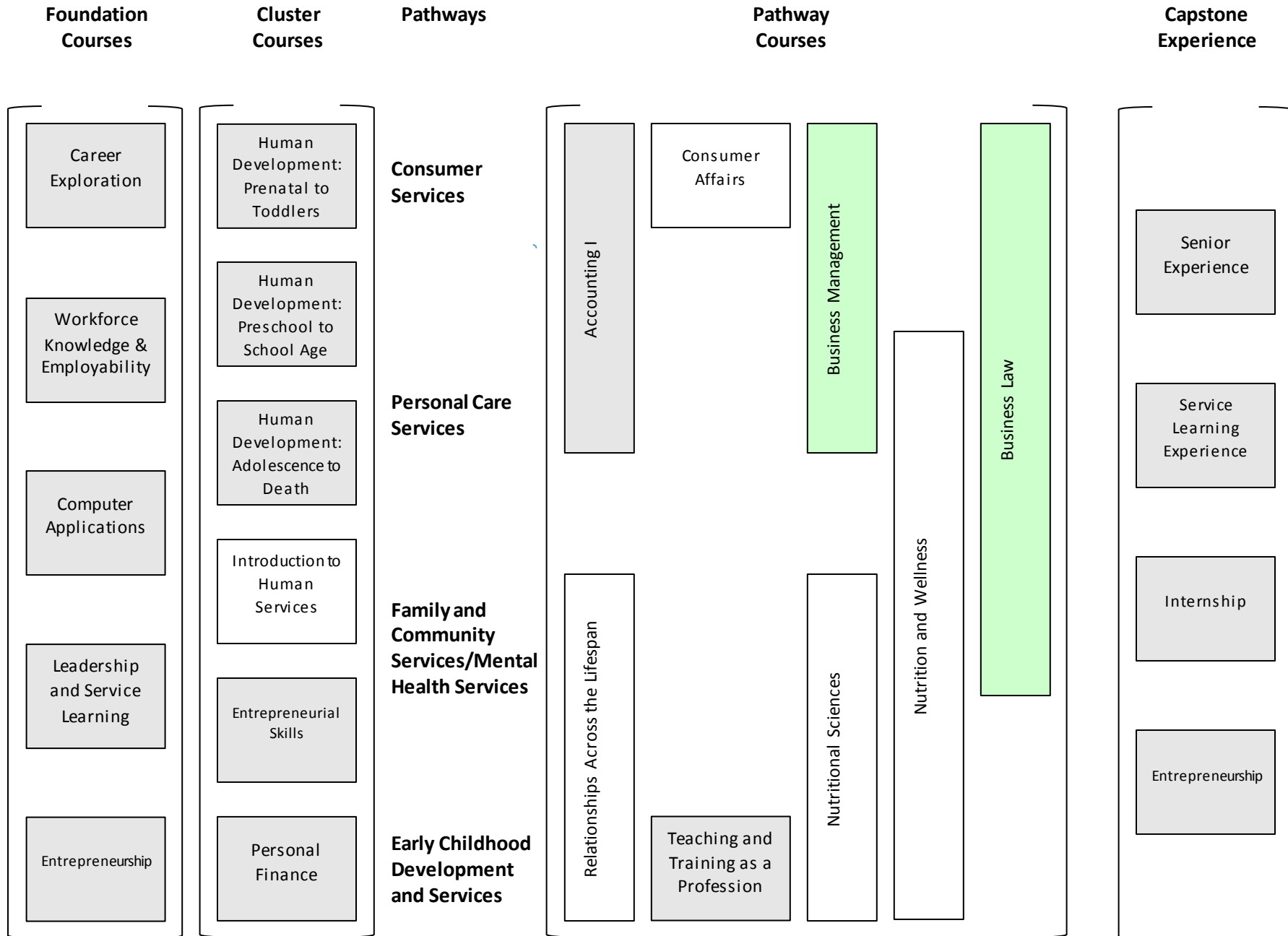


Human Services Programs of Study



Standards adopted 2016 or addressed by separate working group

Standards deferred to 2017

Introduction to Human Services

Career Cluster	Human Services
Course Code	19001
Prerequisite(s)	None
Credit	.5
Graduation Requirement	N
Program of Study and Sequence	Foundation course – Introduction to Human Services – pathway course – capstone experience
Student Organization	FCCLA, SkillsUSA
Coordinating Work-Based Learning	Job Shadowing, Mentoring, Internships, Entrepreneurships, Service Learning, Workplace Tours, Apprenticeship
Industry Certifications	ServSafe, CNA, First Aid/CPR, Babysitting Certification, NCRC
Dual Credit or Dual Enrollment	N
Teacher Certification	FACS
Resources	FCCLA Career Investigation STAR Event

Course Description:

Introduction to Human Services focuses on the pathways and careers in the Human Services cluster. The course allows students to identify and compare their personal attributes with careers in this cluster. It will also explore the professional behaviors, skills and abilities necessary for human services careers.

Program of Study Application

Introduction to Human Services is a cluster course in the Human Services career cluster. A student would participate in a foundation course prior to participation in this course. Introduction to Human Services prepares a student to participate in pathway courses in any of the Human Services pathways: consumer services, personal care services, family and community services/mental health services, or early childhood development and services.

Course Standards**IHS 1: Explore personal attributes for a career in Human Services.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
One Recall	IHS 1.1 Describe personal values, interests, and personalities.	<i>Ex: SDMyLife</i>
One Recall	IHS 1.2 Identify personal abilities, learning styles and skills.	<i>Ex: Working conditions (Nights, weekends, indoors, outdoors, in home, etc.)</i>
Three Strategic Thinking	IHS 1.3 Compare personal attributes to those needed for careers in Human Services.	<i>Ex: Identify short and long term goals, personal plan/career portfolio</i>

Notes

IHS 2: Investigate careers in Human Services.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
One Recall	IHS 2.1 Identify the Human Service Pathways.	<i>Ex: Career trends</i>
Three Strategic Thinking	IHS 2.2 Examine current social issues and support agencies related to each of the Human Service pathways.	<i>Ex: Ongoing chart of the pathways, social issues and support agencies, Changing economic and societal needs</i>

Notes

IHS 3: Examine professional behaviors, skills and abilities necessary in Human Service careers.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	IHS 3.1 Summarize ethical, legal and safety issues in Human Services.	<i>Ex: Confidentiality, client's rights</i>
Two Skill/Concept	IHS 3.2 Demonstrate effective management skills.	<i>Ex: teamwork, leadership, stress management, time management, role plays, decision making, goal setting</i>
Four Extended thinking	IHS 3.3 Analyze the importance of a professional image and professional behavior.	<i>Social Media Dress and Hygiene Body Language/Mannerisms</i>
Two Skill/Concept	IHS 3.4 Demonstrate effective communication and conflict resolution strategies.	<i>Written and Verbal Correspondence</i>

Notes

Relationships Across the Lifespan

Career Cluster	Human Services
Course Code	22204
Prerequisite(s)	No
Credit	.5
Graduation Requirement	No
Program of Study and Sequence	Foundation course – Introduction to Human Services – Relationships Across the Lifespan – additional pathway course – capstone experience
Student Organization	FCCLA
Coordinating Work-Based Learning	Internships, Job Shadows, Service Learning, Mentoring, Workplace Tours, Entrepreneurship
Industry Certifications	First Aid/CPR, Babysitting Certification (Red Cross), CNA, NCRC, OSHA
Dual Credit or Dual Enrollment	
Teacher Certification	FACS
Resources	FCCLA Interpersonal Communications STAR Event, Families First FCCLA National Program,

Course Description:

Relationships Across the Lifespan examines the function and dynamics of interpersonal relationships. Through this course, students will analyze healthy relationships with children and adults of all ages in the context of family and workplace. The course will also cover factors related to families across the lifespan.

Program of Study Application

Relationships Across the Lifespan is a pathway course in the Human Services career cluster, Family and Community Services/Mental Health Services and Early Childhood Development and Services pathways. A student would participate in Introduction to Human Services prior to participation in this course. Relationships Across the Lifespan prepares a student to participate in additional pathway courses in the family and community services/mental health services, or early childhood development and services pathways.

Course Standards**RAL 1 Analyze functions and dynamics of interpersonal relationships.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	RAL 1.1 Demonstrate communication skills that contribute to positive relationships.	Active listening, "I" vs. "You" statements, eye contact, body language.
One Recall	RAL 1.2 Identify effective conflict prevention and management strategies.	
One Recall	RAL 1.3 Investigate the diversity of family roles and structures.	Adoption, Foster Care, Step Families,
One Recall	RAL 1.4 Recognize the influence that internal and external conditions have on interpersonal relationships.	Example topic areas may include; Empathy for the diversity of human experiences such as death of a child, miscarriage, end of life, hospice, and infertility. Racism, poverty, sexual orientation, etc.

Notes

RAL 2 Analyze healthy relationships with children.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	RAL 2.1 Assess conditions that impact relationships with children such as culture, society, and technology.	Parents, extended family, caregivers, preschool teachers.
Three Strategic Thinking	RAL 2.2 Examine roles and responsibilities of families including discipline, parenting styles, and nurturing strategies.	Infant and Toddler Simulators

Notes

RAL 3 Analyze healthy relationships with adults of all ages.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
One Recall	RAL 3.1 Discuss the effect of lifestyle choices.	Responsible decision making models SMART Goals Maslow's Hierarchy of Needs <i>Examples: Priorities, Life-Work Balance, Addictive Behavior, Moral Behaviors</i>
Three Strategic Thinking	RAL 3.2 Contrast healthy and unhealthy relationships.	warning signs coping strategies resources available National Coalition Against Domestic Violence: www.ncadv.org www.nomore.org South Dakota Coalition Against Domestic Violence: www.sdcedsv.org Helpline Center: www.helplinecenter.org
One Recall	RAL 3.3 Investigate the impact of aging in family and community relationships.	Caring for aging family members Elder care concerns and careers South Dakota Elder Abuse: www.sdaho.org www.aarp.org Local Senior Centers have available resources

Notes

Career Cluster: Human Services

Course: Relationships Across the Lifespan

RAL 4 Evaluate the impact of relationships between family and workplace.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	RAL 4.1 Examine personal and work ethics. • Technology • Character • Morals and values	Use of technology in the workplace Character Education
One Recall	RAL 4.2 Investigate stress management techniques for life and work balance.	Coping strategies Boundaries Demonstrate through role-play

Notes

Nutrition and Wellness

Career Cluster	Human Services
Course Code	22202
Prerequisite(s)	none
Credit	.5
Graduation Requirement	
Program of Study and Sequence	Foundation course – Introduction to Human Services – Relationships Across the Lifespan – Nutrition and Wellness – additional pathway course – capstone experience
Student Organization	FCCLA, Skills USA
Coordinating Work-Based Learning	Work Based Learning: Workplace Tours, Service Learning
Industry Certifications	First Aid, CPR
Dual Credit or Dual Enrollment	TBD
Teacher Certification	Family and Consumer Sciences Education or alternative certification
Resources	Academy of Dietetic and Nutrition, USDA, MyPlate (current government guidelines) National Wellness Institute , FCCLA Student Body Program, FCCLA Nutrition and Wellness STAR Event.

Course Description:

Nutrition and Wellness educates students to make healthy lifestyle choices for personal, family, and career success across the lifespan. Topics include the impact of technology on nutrition, food choices, wellness and stress management, meal planning and preparation, dietary guidelines, and food safety and sanitation practices.

Program of Study Application

Nutrition and Wellness is a pathway course in the Human Services career cluster, Personal Care Services, Family and Community Services/Mental Health Services and Early Childhood Development and Services pathways. A student would participate in Introduction to Human Services prior to participation in this course. Nutrition and Wellness prepares a student to participate in additional pathway courses in the personal care services, family and community services/mental health services, or early childhood development and services pathways.

Course Standards**NW 1 Evaluate factors that influence nutrition**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	NW 1.1 Investigate the impact of technology and media on food and health practices.	Integrate information on eating disorders, looking at advertisements for foods and drinks
Four Extended Thinking	NW 1.2 Analyze the effects of psychological, cultural, economic and social influences on food choices and other nutrition practices.	price comparison, couponing, economic shopping component, fasting, cleansing, purging , food desserts, food scarcity
Two Skill/Concept	NW 1.3 Determine the effects of nutrition on health, appearance, and peak performance.	example: look at sugars and processed food, malnutrition,

Notes

NW 2 Evaluate the needs of individuals and families in relation to health, nutrition, and wellness across the lifespan

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
One Recall	NW 2.1 Identify dimensions of wellness	Examples include: occupational, social, intellectual, emotional, spiritual, physical
Four Extended Thinking	NW 2.2 Apply current dietary guidelines to meet nutrition and wellness needs.	Example: look at food label, food journaling, individualized meal plans, consider differences in diets based on age (by doing case studies or scenarios), Dietary Guidelines for Americans, American Academy of Pediatrics
One Recall	NW 2.3 Describe the effect of physical activity on health, appearance, and peak performance.	Fitness plan, activity level such as athlete or competitor, healing or recovery, and general wellness and exercise.
Four Extended Thinking	NW 2.4 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.	Examples: Documentary Thin, binge eating disorder

Notes

NW 3: Evaluate factors that affect food safety.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	NW 3.1 Apply practices to promote safe food handling.	Proper handwashing and cross contaminations.
One Recall	NW 3.2 Describe food borne illness that cause health issues.	Food borne illness reports, newscasts, basic research.

Notes

NW 4: Demonstrate ability to acquire, handle, and utilize foods to meet nutrition and wellness needs of individuals and families across the life span.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	NW 4.1 Plan and prepare a meal incorporating nutritional guidelines.	Lab experiences, prepare meals for individuals and family, USDA portion control guidelines, special needs diets or dietary restrictions
Two Skill/Concept	NW 4.2 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.	Safe handling, heating and cooling of foods, storing and reading labels on food (refrigerate after opening)
Two Skill/Concept	NW 4.3 Use kitchen tools and equipment in a proper and safe manner.	Knife skills, select proper equipment for task at hand (such as selecting liquid measuring cups vs. dry measuring cup)

Notes

Nutritional Sciences

Career Cluster	Human Services
Course Code	16054
Prerequisite(s)	TBD
Credit	0.5
Graduation Requirement	None
Program of Study and Sequence	Foundation course – Introduction to Human Services – Relationships Across the Lifespan – Nutritional Sciences – additional pathway course – capstone experience
Student Organization	FCCLA, Skills USA
Coordinating Work-Based Learning	Certifications: First Aid, Cardio-Pulmonary Resuscitation (CPR), ServSafe Work-Based Learning: Workplace Tours, Job Shadowing, Service Learning
Industry Certifications	(optional) ServSafe, Rserving, Manage First- Nutrition, OSHA 10 Hour Safety Certification
Dual Credit or Dual Enrollment	Potentially through MTI
Teacher Certification	Family and Consumer Sciences Education or alternative certification such as: CFSCS-HNFS, ServSafe proctor/instructor,
Resources	Postsecondary schools, Rserving, ServSafe, CDC, FDA, FCCLA Nutrition and Wellness STAR Event, FCCLA Sports Nutrition STAR Event

Course Description:

Nutritional Sciences provides an in-depth study of nutrition and how it affects the human body. Topics include extensive study of major nutrients, nutrition/food choice influences, technological and scientific influences, special diets, and career exploration in this field. Attention will be given to nutrition, menu planning, industry based food safety and sanitation. Laboratory experiences will be utilized to develop food handling and preparation skills. Nutritional Sciences is geared toward students interested in careers involving dietetics, education and health and wellness related fields.

Program of Study Application

Nutritional Sciences is a pathway course in the Human Services career cluster, Family and Community Services/Mental Health Services and Early Childhood Development and Services pathways. A student would participate in Introduction to Human Services prior to participation in this

course. Nutritional Sciences prepares a student to participate in additional pathway courses in the family and community services/mental health services, or early childhood development and services pathways.

Course Standards

NS 1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	NS 1.1 Classify skills and educational requirements for employment in dietetics and nutrition field.	Career research, sdmylife website, job shadowing, guest speaker, department of labor, post-secondary school visits.
Three Strategic Thinking	NS 1.2 Differentiate the impact of societal and industry trends on food science, dietetics, and nutrition careers.	Helping clients select from wide variety of products available, crafting products to meet consumer demand, working with variety of people (young, middle age, old).

Notes

NS 2 Evaluate nutrition principles, food plans, and specialized dietary plans.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	NS 2.1 Analyze nutrient requirements across the lifespan addressing the diversity of people.	Considering cultural and religious values
Three Strategic Thinking	NS 2.2 Critique the impact of food choices and trends on health and wellness.	Trends: diet trends such as bringing back good fats, energy drinks, supplements, etc.
Two Skill/Concept	NS 2.3 Construct a modified diet based on nutritional needs and health conditions.	Plan meals for hemophilia, diabetes, high cholesterol, high blood pressure, etc.

Notes

NS 3 Implement practices that promote industry-based safe food handling.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	NS 3.1 Demonstrate an ability to follow food service management safety and sanitation procedures.	Certifications including: ServSafe, OSHA, Rserveing
Two Skill/Concept	NS 3.2 Implement industry standards for documenting, investigating, and reporting foodborne illnesses.	See certifications above

Notes

NS 4 Apply food science principles in a laboratory setting to maximize nutrient retention and meet specialized dietary requirements.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	NS 4.1 Analyze recipe/formula proportions and modifications for specialized diets.	Examples include: remove salt from recipe, modify recipes, reducing fats, specializing diets to health needs (such as gluten free, fat free, etc.)
Four Extended Thinking	NS 4.2 Apply nutrition knowledge to maximize nutrient retention in prepared foods.	Steaming instead of boiling, grilling instead of pan frying, baking instead of frying, washing instead of soaking.

Notes

Consumer Affairs

Career Cluster	Human Services
Course Code	19301
Prerequisite(s)	None
Credit	.5
Graduation Requirement	None
Program of Study and Sequence	Foundation course – Introduction to Human Services – Accounting I – Consumer Affairs – additional pathway course – capstone experience
Student Organization	FCCLA
Coordinating Work-Based Learning	Internships, Job Shadows, Guest Speakers, Field Trips
Industry Certifications	National Career Readiness Certification (NCRC)
Dual Credit or Dual Enrollment	None
Teacher Certification	FACS
Resources	USA.gov; Recalls.gov; FCCLA Star Events – Advocacy, Environmental Ambassador, Food Innovation, and Recycle & Redesign

Course Description:

Consumer affairs prepares students for careers helping customers, including credit counselors, consumer reporters, writers, and consumer affairs directors. In this course, students will learn consumer advocacy such as consumer rights and responsibilities; testing and demonstration of products; consumer communications; and conservation practices such as recycling.

Program of Study Application

Consumer Affairs is a pathway course in the Human Services career cluster, Consumer Services and Personal Care Services pathways. A student would participate in Introduction to Human Services prior to participation in this course. Consumer Affairs prepares a student to participate in additional pathway courses in the consumer services or personal care services pathways.

Course Standards**CA 1: Apply concepts of consumer advocacy.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/Concept	CA 1.1 Summarize consumer rights and responsibilities.	
Three Strategic Thinking	CA 1.2 Investigate consumer protection laws and regulations.	Federal Trade Commission; Federal Deposit Insurance Corporation (FDIC).
Three Strategic Thinking	CA 1.3 Apply strategies to reduce risks of consumer fraud.	Scams; embezzling; identity theft; case studies, scenarios, role playing. Role of credit counselors.
Three Strategic Thinking	CA 1.4 Investigate procedures to protect the health and safety of consumers.	Safety Recalls.
Four Extended Thinking	CA 1.5 Analyze the role of advocacy groups and policy makers at state and national levels.	Attorney generals office; State and federal legislatures.
Four Extended Thinking	CA 1.6 Analyze the use of education and promotion in consumer advocacy.	Consumer Reports; Public Service Announcements (PSA); non-profit advocacy groups.

Notes

CA 2: Assess the factors that influence consumer relationships.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	CA 2.1 Investigate consumer trends for sensitivity to cultural, socio-economic, religious, generational, disability, and gender issues.	Current events. Personal finance concepts. Credit card debt.
Two Skill/Concept	CA 2.2 Review ethical and legal concerns related to consumer and business actions.	Attorney General's Office, business code of ethics.
Three Strategic Thinking	CA 2.3 Assess effects of advertising and technology on consumer decisions.	Social media, e-commerce.

Notes

CA 3: Analyze conservation and waste management practices.

Two Skill/Concept	CA 3.1 Examine the roles of government, industry, and consumers in resource consumption.	Environmental Protection Agency (EPA), state, or city ordinances. Practices in schools and homes.
Three Strategic Thinking	CA 3.2 Cite evidence of strategies to conserve energy, recycle and reduce waste.	Green industry. Sustainability. Tiny Home movement, reducing carbon footprints.

Notes

CA 4: Apply concepts needed for product development, testing, and presentation of consumer products.

Two Skill/Concept	CA 4.1 Explain product protection practices.	Copyrights, guarantees, laws and regulations, patents, and product registration; advertising.
Two Skill/Concept	CA 4.2 Determine consumer trends and product development needs through market research.	Conduct a market research for a student produced/created product. Supply and demand.
Four Extended Thinking	CA 4.3 Apply consumer concepts learned to create and promote a research-based product.	Design, test, analyze, and advertise a consumer product.

Notes