

# ***Family and Consumer Sciences Supplemental Program Resources***



This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options  
Nevada Department of Education  
755 N. Roop Street, Suite 201  
Carson City, NV 89701

[www.doe.nv.gov](http://www.doe.nv.gov)

Table of Contents

[Introduction](#) ..... 3

[Program of Study](#) ..... 4

[Program Structure](#) ..... 5

[Course Descriptions](#) ..... 6

[Equipment List\(s\)](#) ..... 7

[Crosswalks and Alignments](#) ..... 9

## **Introduction**

This document provides supplemental information for the Family and Consumer Sciences program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Family and Consumer Sciences program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Family and Consumer Sciences standards for the Human Services program of study. Complementary course standards are not listed in the crosswalks and alignments.

**Program of Study Information**

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

**Family and Consumer Sciences**



The Family and Consumer Sciences program provides instruction in topics which prepare students for adult roles and responsibilities, as well as workplace readiness. This program of study focuses on developing skills for balancing home, work, and life. Students study life, wealth, and home management, family dynamics, nutrition, wellness, and community leadership. This program also offers students a pathway into occupations related to human and social sciences: such as consumer or financial services, home care assistance, food related industries, counseling, social work, and family and consumer sciences professions

**Human Services Career Cluster**

Human Services is focused on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

**Postsecondary Options**

**Associate Degree**

- Human development and Family Studies (TMCC)

**Bachelor's Degree**

- Human Development and Family Science (UNR)
- Human Development and Family Studies (WNC)



For additional information on this cluster, please contact:

[cteinfo@doe.nv.gov](mailto:cteinfo@doe.nv.gov)

Website: <https://doe.nv.gov/offices/craleo/cte>

Source U.S. Bureau of Labor Statistics 2022

**Approved Courses**

- Family and Consumer Sciences I
- Family and Consumer Sciences II

**Complementary Courses**

- Family and Consumer Sciences II LAB \*\*
- Family and Consumer Sciences Advanced Studies
- Nutrition for FACS
- CTE Work Experience – Human Services
- Industry-Recognized Credential – Family and Consumer Sciences

**Work-Based Learning Opportunities**

Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

**Career and Technical Student Organization**



FCCLA

**State Recognized Industry Certifications**

Refer to the Governor's Office of Innovation's [Nevada Eligible Industry Credentialing List](#)

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Postsecondary Teacher	\$84,380	119,900	8%
High School Teacher	\$65,520	64,000	-1%
Kindergarten and Elementary School Teacher	\$63,670	106,500	-1%
Human Resources Specialist	\$67,650	86,200	8%
Real Estate Brokers and Sales Agents	\$63,060 – Broker \$54,300 – Agent	46,000 (Combined)	2%

The Nevada Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity or expression, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries, contact the Equity Coordinator at (775) 687-9200.

## Program Structure for Family and Consumer Science

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provides a completed program of study. The Lab is a complementary course available concurrently with the Family and Consumer Science II course.

### Core Course Sequence (R) with Lab Course(s) (C)

Required/Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Family and Consumer Sciences I	FAMILY CS	19.0101	19	251	G	1.00	12	19251G1.0012
R	Family and Consumer Sciences II	FAMILY CS II	19.0101	19	251	G	1.00	22	19251G1.0022
C	Family and Consumer Sciences II LAB	FAMILY CS II L	19.0101	19	251	E	1.00	22	19251E1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Family and Consumer Sciences Advanced Studies	FAMILY CS AS	19.0101	19	251	E	1.00	11	19251E1.0011
C	Nutrition for FACS	NUTRITION FACS	19.0501	19	252	E	1.00	11	19252E1.0011
C	Industry Recognized Credential - Family and Consumer Sciences	IRC FAMILY CS	19.0101	19	999	E	1.00	11	19999E1.0011
C	CTE Work Experience - Human Services	WORK EXPER HU SERV	99.0010	19	998	G	1.00	11	19998G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

## Course Descriptions

### Family and Consumer Sciences I

*Prerequisite: None*

This course is designed to address a broad range of knowledge and skills related to personal development, promotion of strong interpersonal relationships, clothing selection and maintenance, nutrition and wellness, food selection and preparation, budgeting, and the management of multiple family, community, and wage-earner roles.

### Family and Consumer Sciences II

*Prerequisite: Family and Consumer Sciences I*

This course is a continuation of Family and Consumer Sciences I. It builds on concepts related to food, clothing, consumerism, relationships, and career preparation. This program also offers students a pathway into occupations related to human and social sciences: such as consumer or financial services, home care assistance, food related industries, counseling, social work, and family and consumer sciences professions. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will be prepared for additional education in these fields.

### Family and Consumer Sciences II LAB

*Prerequisite: Concurrent enrollment in Family and Consumer Sciences II*

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### Family and Consumer Sciences Advanced Studies

*Prerequisite: Completion of Family and Consumer Sciences Program of Study*

This course is offered to students who have completed all content standards in the Family and Consumer Sciences program of study and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

### Nutrition for FACS

*Prerequisite: Completion of Family and Consumer Sciences Program of Study*

This course is offered to students who have completed all content standards in the Family and Consumer Sciences program of study. This course provides an introduction to the study of foods and nutrition. Emphasis is placed on the exploration of foods and meal planning in relation to nutrition science, fitness, the lifecycle, customs, and preparation techniques. Kitchen safety, sanitation, and resources management are integral parts of this course.

### Industry-Recognized Credential – Family and Consumer Sciences

*Prerequisite: Completion of Family and Consumer Sciences Program of Study*

This course is offered to students who have completed all content standards in the Family and a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Family and Consumer Sciences Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Family and Consumer Science program.

**CTE Classroom Equipment**

**Total: \$11,240**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Teacher computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	\$3,500	\$3,500
	Networkable Laser Printer (black/white or color)	\$1,000	\$1,000
4	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$1,600
2	Bookcases (36" x 12" x 42")	\$115	\$230
2	White Boards (4' x 8')	\$275	\$550
1	Eyewash Station	\$300	\$300
2	Fire Extinguisher	\$130	\$260
1	Portable Sink with water tanks (if no plumbed classroom sink available)	\$2,200	\$2,200
1	First Aid Kit	\$100	\$100

**Program Equipment**

**Total: \$30,100**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Washer/Dryer (in classroom/lab) Commercial Equivalent	\$2,500	\$2,500
Varies	Student Computer Accessories	\$600	\$600

**Instructional Materials**

**Total: \$15,500**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found <a href="#">here</a> .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Office Productivity Software Suite	\$2,500	\$2,500

# Supplemental Program Resources

**2024**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Curriculum Software/web-based curriculum	\$5,000	\$5,000
1	Industry Specific Software Licenses (including online simulations)	\$5,000	\$5,000

**Instructional Supplies**

**Total:**

**\$17,520**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Fire Blanket	\$20	\$20
Varies	Personal Protective Equipment (PPE) (gowns, gloves, glasses/goggles, etc.)	\$1,000	\$1,000
Varies	Office Supplies (paper, files, etc.)	\$500	\$500
Varies	Baby Simulators (e.g., typical peer, ethnically diverse, shaken baby, fetal alcohol affect, preemie, down syndrome, etc.)	\$6,000	\$6,000
Varies	Various Kitchen Appliances, Tools, and Supplies (e.g., small appliances, measuring tools, cutlery, etc.)	\$4,000	\$4,000
Varies	Various Sewing Tools and Supplies (e.g., ironing board, sewing machines, supplies to sew, and notions)	\$5,000	\$5,000
Varies	Various Lab Sanitation Supplies	\$1,000	\$1,000

**Other**

**Total:**

**\$925**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Cardiopulmonary Resuscitation (CPR) First Aid Instructor Training	\$200	\$200
1	Instructor ServSafe® Certification	\$150	\$150
1	Cardiopulmonary Resuscitation (CPR) First Aid Instructors Kit	\$200	\$200
25	CPR First Aid Student Manuals	\$15	\$375

**Category Totals:**

Classroom Equipment	\$11,240
Program Equipment	\$30,100
Instructional Materials	\$15,500
Instructional Supplies	\$17,520
Other	\$925
<b>Estimated Program Total</b>	<b>\$90,355</b>



**Complementary Course(s) Equipment List Addendum**

**Program Equipment** **Total: \$47,200**

<b>QTY</b>	<b>ITEM DESCRIPTION</b>	<b>UNIT</b>	<b>TOTAL</b>
5	Kitchen Workstations (equipped with water, electricity, and gas with exhaust venting, if allowable)	\$7,500	\$37,500
1	Commercial Refrigerator/Freezer	\$5,000	\$5,000
1	Demonstration Table with Burner	\$3,500	\$3,500
1	Dry Food Storage Cabinet (36" x 24" x 72" min.)	\$600	\$600
1	Fireproof Chemical Storage Cabinet (28" x 18" x 35" min.)	\$600	\$600

**Instructional Supplies** **Total: \$8,000**

<b>QTY</b>	<b>ITEM DESCRIPTION</b>	<b>UNIT</b>	<b>TOTAL</b>
Varies	Commercial Kitchen Storage Shelving	\$3,000	\$3,000
Varies	Consumables (foil, plastic wrap, storage containers, paper products, etc.)	\$1,000	\$1,000
Varies	Kitchen Tools and Supplies (mixing bowls, measuring cups, rolling pins, assorted pans, peelers, linens, flatware, glassware, plates, bowls, cups, etc.)	\$4,000	\$4,000

**Other** **Total: \$300**

<b>QTY</b>	<b>ITEM DESCRIPTION</b>	<b>UNIT</b>	<b>TOTAL</b>
1	Occupational Safety and Health Administration (OSHA) Instructor Training	\$300	\$300

**Category Totals:**

Program Equipment	\$47,200
Instructional Supplies	\$8,000
Other	\$300
<b>Estimated Complementary Course Total</b>	<b>\$55,500</b>

## Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

### Crosswalks (Academic Standards)

The crosswalks of the Family and Consumer Sciences Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Family and Consumer Science program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

### Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Family and Consumer Science Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Family and Consumer Science program connect with and support academic learning.

### Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Family and Consumer Science Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Family and Consumer Science program connect with and support academic learning.

### Crosswalks (Common Career Technical Core)

The crosswalks of the Family and Consumer Science Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Family and Consumer Science program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Family and Consumer Science Standards are crosswalked to the Human Services Career Cluster™ and the Family & Community Services Career Pathway.

## Crosswalk of Family and Consumer Sciences Program of Study Standards and the Nevada Academic Content Standards (possibly more than one)

### English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2

### English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	3.3.3, 3.4.1, 3.4.3; 4.5.2 4.5.3, 4.6.1, 4.6.3, 4.6.4 4.7.2, 4.7.4, 4.8.6, 4.10.2 7.1.1
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	8.2.1
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	5.2.2
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	3.7.3
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	3.2.2, 3.2.3, 3.5.2; 4.8.1 4.9.1, 4.10.1; 5.1.1, 5.1.2 5.1.3, 5.1.5, 5.2.3; 7.1.2 7.1.5, 7.1.8, 7.2.1, 7.3.1 7.3.2, 7.3.3; 8.1.4, 8.1.5

### English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 3.2.2, 3.7.3 4.1.1, 4.2.1, 4.2.3, 4.3.2 4.6.1, 4.9.3, 4.11.4; 5.2.1
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	7.2.2, 7.3.3

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 4.11.4

### English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1; 2.2.1, 2.2.2 4.2.3
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	2.2.1, 2.2.2; 4.9.4; 5.1.1 5.1.2, 5.1.3, 5.1.5, 5.2.3 7.1.7
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	4.3.1

Alignment of Family and Consumer Sciences Standards  
and the Mathematical Practices

Mathematical Practices	Family and Consumer Sciences Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	2.2.2; 4.2.1; 7.2.2,7.2.3, 7.2.3 7.2.4; 8.1.1
3. Construct viable arguments and critique the reasoning of others.	8.2.2
4. Model with mathematics.	3.5.3; 4.8.3-4.8.6; 4.9.1, 4.9.4 4.10.1, 4.10.2, 4.11.1; 7.2.3 8.1.1
5. Use appropriate tools strategically.	3.3.3, 3.3.4; 3.4.1-3.4.3 3.5.1-3.5.6, 3.6.1-3.6.5; 4.5.2 4.6.1, 4.6.3, 4.8.3-4.8.6 4.10.1, 4.10.2; 8.1.5-8.1.7 8.1.8; 9.1.4
6. Attend to precision.	3.5.3-3.5.5; 4.10.1, 4.10.2
7. Look for and make use of structure.	4.2.3
8. Look for and express regularity in repeated reasoning.	

## Alignment of Family and Consumer Sciences Standards and the Science and Engineering Practices

Science and Engineering Practices	Family and Consumer Sciences Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.2.2; 3.2.1; 4.9.1, 4.9.2, 4.11.1
2. Developing and using models.	2.1.1
3. Planning and carrying out investigations.	3.2.1
4. Analyzing and interpreting data.	3.5.1, 3.5.2, 3.5.3, 3.5.4
5. Using mathematics and computational thinking.	3.5.1-3.5.6, 3.6.1-3.6.3; 4.5.2 4.6.1, 4.6.3, 4.7.4, 4.8.2-4.8.4, 4.8.6, 4.9.1, 4.9.3, 4.10.1 4.10.2; 4.11.1; 7.2.2, 7.2.3, 7.2.4; 8.1.1, 8.1.5, 8.1.6, 8.1.8 8.2.2
6. Constructing explanations (for science) and designing solutions (for engineering).	4.9.2; 9.1.6
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	2.1.1, 2.1.2, 2.2.2; 3.1.2, 3.2.2 3.2.3, 3.3.1-3.3.4, 3.4.1-3.4.3 3.7.4; 4.1.2, 4.1.4, 4.2.1-4.2.3 4.3.1, 4.3.2, 4.4.1, 4.4.2, 4.5.3 4.6.1-4.6.4, 4.7.1, 4.7.2, 4.7.4, 4.8.1, 4.8.4, 4.9.1, 4.9.3, 4.9.4 4.11.1; 5.2.1, 5.2.2; 7.1.6, 7.1.8 7.2.1; 8.1.1, 8.1.5, 8.1.7, 8.1.8 8.2.2, 8.2.3; 9.1.2-9.1.4 9.1.6 9.2.2, 9.2.3

**Crosswalks of Family and Consumer Sciences Standards  
and the Common Career Technical Core**

<b>Arts, A/V Technology, and Communications Career Cluster</b>	<b>Performance Indicators</b>
1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology, and Communications Career Cluster.	3.1.1, 3.1.2, 3.3.2, 3.3.3 3.4.1-3.4.3, 3.5.1-3.5.6 3.6.1-3.6.6, 3.7.4, 3.7.5
2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.	
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology, and communications workplace.	3.7.2, 3.7.3
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology, and communications workplace.	
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology, and Communications Career Pathways.	2.1.1-2.1.4, 2.2.1, 2.2.2
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology, and Communications Career Cluster	

<b>Human Services Career Cluster</b>	<b>Performance Indicators</b>
1. Evaluate principles of planning, development, implementation, and evaluation to accomplish long-range goals in the human services.	
2. Evaluate the role of the family, community and human services in society and the economy.	4.1.1, 4.1.2
3. Use effective communication with human services clients and their families.	
4. Demonstrate ethical and legal conduct in human services settings.	
5. Evaluate career opportunities in each of the Human Services Career Pathways.	2.1.1-2.1.3
6. Explain how human development principles enhance the wellbeing of individuals and families.	

## Supplemental Program Resources

2024

Human Services Career Pathway	Performance Indicators
1. Act as a responsible and contributing citizen and employee.	1.2.1-1.2.7, 1.3.2; 2.1.2 2.1.5, 2.2.2; 3.4.1, 3.4.3 3.4.4; 5.1.4, 5.2.6
2. Apply appropriate academic and technical skills.	
3. Attend to personal health and financial well-being.	2.1.2, 2.1.6, 2.2.1, 2.2.2 2.3.2, 2.3.4, 2.3.11; 3.1.4 3.2.4, 3.2.5, 3.5.1, 3.5.2 3.5.3; 4.1.5, 4.2.4, 4.3.1 5.1.1, 5.1.5; 6.1.1, 6.1.2 6.1.3, 6.1.5, 6.2.4
4. Communicate clearly, effectively and with reason.	2.1.3-2.1.5, 2.5.1
5. Consider the environmental, social and economic impacts of decisions.	2.1.1, 2.2.1, 2.5.3; 3.1.5 3.5.3
6. Demonstrate creativity and innovation.	2.5.1; 5.2.3, 5.2.4
7. Employ valid and reliable research strategies.	2.5.1, 2.5.3
8. Utilize critical thinking to make sense of problems and persevere in solving them.	2.1.4
9. Model integrity, ethical leadership and effective management.	2.2.3-2.2.5, 2.2.7, 2.4.3 2.5.3
10. Plan education and career path aligned to personal goals.	1.1.1-1.1.3, 1.3.1
11. Use technology to enhance productivity.	2.5.1
12. Work productively in teams while using cultural/global competence.	1.3.2; 2.2.6, 2.2.7; 3.1.6