



**Foundational CTE Courses**

Career Exploration (22151^), Employability (22152^), Entrepreneurship (12053^), Foundations of Technology (10004^), Leadership & Service (22101^)

**Cluster Courses**

MS Family & Consumer Sciences (19000^), Introduction to Human Services (19001^), Human Development: Prenatal through Toddlers (19052^),  
Human Development: Preschool through School Age (19051^), Human Development: Adolescence through Death (19261^),  
Personal Finance (19262^), Entrepreneurial Skills (12061)

**Pathway Courses**

| <i>Early Childhood Development &amp; Services Pathway</i> | <i>Family &amp; Community Services/Mental Health Services Pathway</i> | <i>Personal Care Services Pathway</i> | <i>Consumer Services Pathway</i>     |
|---|---|---------------------------------------|--------------------------------------|
| Nutrition & Wellness (19253^)                             | Nutrition and Wellness (19253^)                                       | Business Management (12052)           | Consumer Resource Management (19264) |
| Nutritional Sciences (16054)                              | Nutritional Sciences (16054)  | Accounting I (12104^)                 | Accounting I (12104^)                |
| Lifespan Connections (19255^)                             | Lifespan Connections (19255^)   | Nutrition and Wellness (19253^)       | Business Law (12054^)                |
| Teaching & Training as a Profession (19152^)              | Business Law (12054^)   | Business Law (12054^)                 | Business Management (12052)          |

**Dual Credit Courses**

Visit <https://sdmylife.com/images/Approved-CTE-Dual-Credit.pdf> for a full list of dual credit courses in the Human Services Career Cluster.

**Supporting Academic Courses**

Psychology (04254^), Sociology (04258^)

**Capstone CTE Courses**

Entrepreneurship Experience (80026), Senior Experience (80019^), Youth Apprenticeship (80020), Service Learning (22104), Youth Internships (80018^)

^Denotes course is available on the SD Virtual School (<http://www.sdvs.k12.sd.us/>)



## Consumer Resources and Management

|                                  |   |
|----------------------------------|---|
| Career Cluster                   | Human Services  |
| Course Code                      | 19264   |
| Prerequisite(s)                  | None  |
| Credit                           | 0.5 credit  |
| Program of Study and Sequence    | Foundation course – Introduction to Human Services – Accounting I – Consumer Resources and Management – additional pathway course – capstone experience   |
| Student Organization             | FCCLA, DECA, FBLA   |
| Coordinating Work-Based Learning | Internships, Job Shadows, Guest Speakers, Field Trips   |
| Industry Certifications          | National Career Readiness Certification (NCRC)  |
| Dual Credit or Dual Enrollment   | <a href="https://sdmylife.com/images/Approved-CTE-Dual-Credit.pdf">https://sdmylife.com/images/Approved-CTE-Dual-Credit.pdf</a>   |
| Teacher Certification            | Human Services Cluster Endorsement; Consumer Services Pathway Endorsement; FACS Endorsement; FACS Education   |
| Resources                        | USA.gov; Recalls.gov; FCCLA Star Events, Food Innovation, and Entrepreneurship, Public Policy Advocate, Repurpose and Redesign, Sustainability Challenge, Consumer Math Challenge, Consumer Rights (Knowledge Bowl), Career Investigation |

### Course Description

Consumer Resources and Management teaches students to understand consumer practices, consumer responsibilities, and resource management; how these concepts impact and are applied to family, personal and work life; and career opportunities in the consumer services pathway. In this course, students will learn consumer advocacy such as consumer rights and responsibilities; consumer communications, financial management strategies; and conservation and sustainability practices.

### Program of Study Application

Consumer Resources and Management 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 Resources and Management prepares a student to participate in additional pathway courses in the consumer services or personal care services pathways.

## Course Standards

### CA 1: Investigate careers in Consumer Services.

| <i>Webb Level</i>           | <i>Sub-indicator</i>  |
|-----------------------------|---|
| One<br>Recall               | CA 1.1 Identify the Consumer Services Pathway.  |
| Three<br>Strategic Thinking | CA 1.2 Examine current social issues and support agencies related to the Consumer Services pathway. |

### CA 2: Examine rights and responsibilities of consumers.

| <i>Webb Level</i>           | <i>Sub-indicator</i>  |
|-----------------------------|---|
| Two<br>Skill/Concept        | CA 2.1 Summarize consumer rights and responsibilities.                        |
| Three<br>Strategic Thinking | CA 2.2 Investigate consumer protection laws, regulations and advocacy groups. |
| Three<br>Strategic Thinking | CA 2.3 Apply strategies to reduce risks of consumer fraud.                    |
| Three<br>Strategic Thinking | CA 2.4 Investigate procedures to protect the health and safety of consumers.  |

### CA 3: Assess the factors that influence consumer relationships.

| <i>Webb Level</i>           | <i>Sub-indicator</i>  |
|-----------------------------|---|
| Two<br>Skill/Concept        | CA 3.1 Examine the impact of values, relationships and resources on consumer decision making.   |
| Three<br>Strategic Thinking | CA 3.2 Investigate consumer trends for sensitivity to cultural, socio-economic, religious, generational, disability, and gender issues. |
| Two<br>Skill/Concept        | CA 3.3 Review ethical and legal concerns related to consumer and business actions.  |
| Three<br>Strategic Thinking | CA 3.4 Assess effects of advertising and technology on consumer decisions.  |

### CA 4: Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.

| <i>Webb Level</i>           | <i>Sub-indicator</i>  |
|-----------------------------|---|
| Three<br>Strategic Thinking | CA 4.1 Assess how individuals and families make healthy and sustainable choices to satisfy needs and wants. |
| Three<br>Strategic Thinking | CA 4.2 Justify decisions made about food, nutrition, housing, clothing, and healthcare.                     |
| Four<br>Extended Thinking   | CA 4.3 Apply financial management and planning skills to meet individual and family needs.                  |



## Introduction to Human Services

|                                  |   |
|----------------------------------|---|
| Career Cluster                   | Human Services  |
| Course Code                      | 19001   |
| Prerequisite(s)                  | None  |
| Credit                           | 0.5 credit  |
| Program of Study and Sequence    | Foundation course – Introduction to Human Services – pathway course – capstone experience                                       |
| Student Organization             | FCCLA, SkillsUSA, Educators Rising  |
| 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   | <a href="https://sdmylife.com/images/Approved-CTE-Dual-Credit.pdf">https://sdmylife.com/images/Approved-CTE-Dual-Credit.pdf</a> |
| Teacher Certification            | Human Services Cluster Endorsement; FACS Endorsement; FACS Education  |
| 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 can 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>   |
|-----------------------------|--|
| One<br>Recall               | IHS 1.1 Describe personal values, interests, and personalities.                    |
| One<br>Recall               | IHS 1.2 Identify personal abilities, learning styles and skills.                   |
| Three<br>Strategic Thinking | IHS 1.3 Compare personal attributes to those needed for careers in Human Services. |

### IHS 2: Investigate careers in Human Services.

| <i>Webb Level</i>           | <i>Sub-indicator</i>  |
|-----------------------------|---|
| Three<br>Strategic Thinking | IHS 2.1 Investigate the Human Service Pathways.   |
| Three<br>Strategic Thinking | IHS 2.2 Examine current social issues and support agencies related to each of the Human Service pathways. |

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

| <i>Webb Level</i>         | <i>Sub-indicator</i>  |
|---------------------------|---|
| Two<br>Skill/Concept      | IHS 3.1 Summarize ethical, legal, safety, and diversity issues in Human Services. |
| Two<br>Skill/Concept      | IHS 3.2 Demonstrate effective management skills.                                  |
| Four<br>Extended Thinking | IHS 3.3 Analyze the importance of a professional image and professional behavior. |
| Two<br>Skill/Concept      | IHS 3.4 Demonstrate effective communication and conflict resolution strategies.   |

Proposed



## Lifespan Connections

|                                  |   |
|----------------------------------|---|
| Career Cluster                   | Human Services  |
| Course Code                      | 19255   |
| Prerequisite(s)                  | None  |
| Credit                           | 0.5 credit  |
| Program of Study and Sequence    | Foundation course – Introduction to Human Services – Lifespan Connections – additional pathway course – capstone experience   |
| Student Organization             | FCCLA, Educators Rising   |
| 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   | <a href="https://sdmylife.com/images/Approved-CTE-Dual-Credit.pdf">https://sdmylife.com/images/Approved-CTE-Dual-Credit.pdf</a>   |
| Teacher Certification            | Human Services Cluster Endorsement; Early Childhood Development Pathway Endorsement; Counseling, Mental Health and Community Services Pathway Endorsement; FACS Endorsement; FACS Education |
| Resources                        | FCCLA Interpersonal Communications STAR Event, Families First FCCLA National Program, Focus on Children STAR Event  |

### Course Description

Lifespan Connections examines the role and dynamics of family, work, and other significant 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 strategies and resources to meet the needs of all individuals, families and communities.

### Program of Study Application

Lifespan Connections 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 can participate in Introduction to Human Services prior to participation in this course. Lifespan Connections 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

### LC 1: Analyze functions and dynamics of interpersonal relationships.

| <i>Webb Level</i>        | <i>Sub-indicator</i>   |
|--------------------------|--|
| Two Skill/Concept        | LC 1.1 Demonstrate communication skills that contribute to positive family, work, romantic, and acquaintance relationships.          |
| One Recall               | LC 1.2 Identify effective conflict prevention and management strategies.   |
| Four Extended Thinking   | LC 1.3 Connect the relationship of diverse individual and family perspectives, needs and characteristics to their impact on society. |
| Three Strategic Thinking | LC 1.4 Investigate the influence that internal and external conditions have on interpersonal relationships.                          |

### LC 2: Analyze factors that contribute to healthy relationships across the lifespan.

| <i>Webb Level</i>        | <i>Sub-indicator</i>   |
|--------------------------|--|
| Three Strategic Thinking | LC 2.1 Connect interpersonal relationship strategies, techniques, and community resources to meet the diverse needs of children and adolescents. |
| Three Strategic Thinking | LC 2.2. Connect interpersonal relationship strategies, techniques, and community resources to meet the diverse needs of adults.                  |
| Three Strategic Thinking | LC 2.3 Connect interpersonal relationship strategies, techniques, and community resources to meet the diverse needs of the elderly.              |

### LC 3: Analyze characteristics of a healthy lifestyle.

| <i>Webb Level</i>        | <i>Sub-indicator</i>                                 |
|--------------------------|--|
| Two Skill/Concept        | LC 3.1 Discuss the effect of lifestyle choices.      |
| Three Strategic Thinking | LC 3.2 Contrast healthy and unhealthy relationships. |

### LC 4: Evaluate the impact of relationships between family and workplace.

| <i>Webb Level</i> | <i>Sub-indicator</i>  |
|-------------------|---|
| Two Skill/Concept | LC 4.1 Determine the transferable skills necessary to function effectively in family, community, and wage-earner roles. |
| Two Skill/Concept | LC 4.2 Investigate stress management techniques for life and work balance.  |



## Nutrition and Wellness

|                                  |  |
|----------------------------------|--|
| Career Cluster                   | Human Services   |
| Course Code                      | 19253  |
| Prerequisite(s)                  | None   |
| Credit                           | 0.5 credit   |
| 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, National Career Readiness Certificate (NCRC)   |
| Dual Credit or Dual Enrollment   | <a href="https://sdmylife.com/images/Approved-CTE-Dual-Credit.pdf">https://sdmylife.com/images/Approved-CTE-Dual-Credit.pdf</a>  |
| Teacher Certification            | Hospitality & Tourism Cluster Endorsement; Restaurant and Food Service Management Pathway Endorsement; Human Services Cluster Endorsement; FACS Endorsement; FACS Education        |
| 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>   |
|-----------------------------|--|
| Three<br>Strategic Thinking | NW 1.1 Investigate the impact of technology and media on food and health practices.  |
| Four<br>Extended Thinking   | NW 1.2 Analyze the effects of psychological, cultural, economic and social influences on food choices and other nutrition practices. |
| Two<br>Skill/Concept        | NW 1.3 Determine the effects of nutrition on health, appearance, and a healthy lifestyle.  |

### 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>   |
|-----------------------------|--|
| Three<br>Strategic Thinking | NW 2.1 Analyze and investigate the impact of wellness dimensions on a healthy lifestyle.             |
| Four<br>Extended Thinking   | NW 2.2 Apply current dietary guidelines to meet nutrition and wellness needs.                        |
| One<br>Recall               | NW 2.3 Describe the effect of physical activity on health, appearance, and a healthy lifestyle.      |
| Four<br>Extended Thinking   | NW 2.4 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness. |

### NW 3: Evaluate factors that affect food safety.

| <i>Webb Level</i>         | <i>Sub-indicator</i>   |
|---------------------------|--|
| Four<br>Extended Thinking | NW 3.1 Apply practices to promote safe food handling.        |
| One<br>Recall             | NW 3.2 Describe food borne illness that cause health issues. |

### 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>   |
|----------------------|--|
| Two<br>Skill/Concept | NW 4.1 Plan and prepare a meal incorporating nutritional guidelines.   |
| Two<br>Skill/Concept | NW 4.2 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods. |
| Two<br>Skill/Concept | NW 4.3 Use kitchen tools and equipment in a proper and safe manner.  |



## Nutritional Sciences

|                                  |   |
|----------------------------------|---|
| Career Cluster                   | Human Services  |
| Course Code                      | 16054   |
| Prerequisite(s)                  | None  |
| Credit                           | 0.5 credit  |
| 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<br>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   | <a href="https://sdmylife.com/images/Approved-CTE-Dual-Credit.pdf">https://sdmylife.com/images/Approved-CTE-Dual-Credit.pdf</a>                                 |
| Teacher Certification            | Hospitality & Tourism Cluster Endorsement; Restaurant and Food Service Management Pathway Endorsement; FACS Endorsement; FACS Education                         |
| Resources                        | Postsecondary schools, Rserving, ServSafe, CDC, FDA, FCCLA Nutrition and Wellness STAR Event, FCCLA Sports Nutrition STAR Event, MyFitnessPal, Cronometer       |

### 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 can 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>   |
|-----------------------------|--|
| Two<br>Skill/Concept        | NS 1.1 Classify skills and educational requirements for employment in dietetics and nutrition fields.              |
| Three<br>Strategic Thinking | NS 1.2 Differentiate the impact of societal and industry trends on food science, dietetics, and nutrition careers. |

### NS 2: Evaluate nutrients, nutrition guidelines, food plans, and specialized dietary plans.

| <i>Webb Level</i>           | <i>Sub-indicator</i>  |
|-----------------------------|---|
| Four<br>Extended Thinking   | NS 2.1 Analyze nutrient requirements across the lifespan addressing diverse food customs and practices. |
| Three<br>Strategic Thinking | NS 2.2 Critique the impact of food choices and trends on health and wellness.                           |
| Two<br>Skill/Concept        | NS 2.3 Construct a modified diet based on nutritional needs and health conditions.                      |

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

| <i>Webb Level</i>    | <i>Sub-indicator</i>   |
|----------------------|--|
| Two<br>Skill/Concept | NS 3.1 Demonstrate an ability to follow food service management safety and sanitation procedures.      |
| Two<br>Skill/Concept | NS 3.2 Implement industry standards for documenting, investigating, and reporting foodborne illnesses. |

### 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>   |
|---------------------------|--|
| Four<br>Extended Thinking | NS 4.1 Analyze recipe/formula proportions and modifications for specialized diets. |
| Four<br>Extended Thinking | NS 4.2 Apply nutrition knowledge to maximize nutrient retention in prepared foods. |