**USD #312**

**HUMAN SERVICES CAREER CLUSTER DESIGN:**

**Family, Community and Consumer Services Pathway**

***CHECKLIST*:** ***Leadership Service in Action* (22255)**

|  |  |  |
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| **Standard** | **Dates Taught** | **Notes** |
| **Benchmark: 9.1 Analyze factors related to providing family and community services.** |
| **9.1.1**: Determine personal responsibility for self and family in relation to expectation of social intervention. |  |  |  |  |  |
| **9.1.2:** Understand social responsibility for providing services to persons, families and communities in need. |  |  |  |  |  |
| **9.1.3:** Analyze importance of accurate communication strategies in human services and implications if not in place. |  |  |  |  |  |
| **9.1.4:** Describe the structure of community based non-profit organizations and identify their manner of conducting business and achieving goals. |  |  |  |  |  |
| **9.1.5:** Identify and evaluate resources in plac to address needs of society. |  |  |  |  |  |
| **9.1.6**: Compare and contrast social programs to meet the needs of those in need. |  |  |  |  |  |
| **9.1.7**: Evaluate community services and resources to identify needs for improvement or promotion. |  |  |  |  |  |
| **Benchmark: 9.2 Practice individual skills to prepare for roles in family, school, community and work settings.** |
| **9.2.1:** Analyze and apply decision making skills through classroom, personal, community and work related experiences. |  |  |  |  |  |
| **9.2.2:** Apply problem solving and critical creative thinking to predict outcomes of personal decisions. |  |  |  |  |  |
| **9.2.3:** Practice techniques for conflict resolution in human services applications. |  |  |  |  |  |
| **9.2.4:** Identify a personal vision for work and life, comparing it to the vision process of non-profit agencies and community agencies. |  |  |  |  |  |
| **9.2.5:** Design and carry out a planned individual goal. |  |  |  |  |  |
| **9.2.6:** Communicate, participate and advocate effectively in pairs, small groups and teams in order to reach common goals. |  |  |  |  |  |

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| **Benchmark: 9.3 Utilize leadership and teamwork skills to address advocacy for others.** |
| **9.3.1**: Analyze the characteristics of successful community, agency and volunteer leaders. |  |  |  |  |  |
| **9.3.2:** Determine role of trust, honesty, empathy and ethics in the human services field. |  |  |  |  |  |
| **9.3.3:** Demonstrate ability to meet complex responsibilities of leader and follower roles. |  |  |  |  |  |
| **9.3.4:** Understand advocacy and the process of making change happen. |  |  |  |  |  |
| **9.3.5:** Understand the system to advocate on the local, state, national and international levels. |  |  |  |  |  |
| **9.3.6:** Demonstrate a working knowledge of parliamentary procedure and role to move toward goal achievement. |  |  |  |  |  |
| **9.3.7:** Organize a group effort to influence decisions that impact others in a positive manner. |  |  |  |  |  |
| **9.3.8:** Develop a strategic plan and implement that plan to meet advocacy goals. |  |  |  |  |  |
| **9.3.9:** Participate in advocacy work related to an agency or organization strategic plan. |  |  |  |  |  |

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| **Benchmark: 9.4 Enhance career readiness through practicing appropriate skills in family, community and work applications.** |
| **9.4.1:** Enhance development of 21st century process skills (i.e. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation). |  |  |  |  |  |
| **9.4.2:** Demonstrate collaborative skills to meet the needs of people across the life span. |  |  |  |  |  |
| **9.4.3:** Demonstrate ability to work with diverse groups successfully. |  |  |  |  |  |
| **9.4.4:** Conduct self in a professional manner in practical human service settings, organizational forums and when working with decision-making bodies. |  |  |  |  |  |
| **9.4.5:** Determine how science and technological advances are influencing the development of children. |  |  |  |  |  |
| **9.4.6:** Recognize that child care services and education providers have an impact on the national economy and global community. |  |  |  |  |  |
| **9.4.7:** Train others to follow established rules and expectations by sharing rationale and consequences of non–compliance. |  |  |  |  |  |
| **9.4.8:** Demonstrate ethical use of technology for advocacy purposes. |  |  |  |  |  |
| **9.4.9:** Analyze benefits of professional organizations to enhance advocacy efforts and leadership development. |  |  |  |  |  |