Career, Community, and Family Connections

8205 18 weeks

8282 36 weeks

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Course Description

Suggested Grade Level: 10 or 11 or 12

Career, Community, and Family Connections focuses on balancing the multiple demands of career, family, and personal life. The course teaches problem solving, conflict management, goal setting, stress management, and resource management in work and family. Interpersonal skills, needed to build strong relationships in the family and workplace, are also incorporated. Honors credit is available as a local option.
## Task Essentials Table

- Tasks/competencies designated by plus icons (➕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (◯) are optional
- Tasks/competencies designated by minus icons (➖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

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<thead>
<tr>
<th>8205</th>
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<th>Tasks/Competencies</th>
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<tr>
<td>✚</td>
<td>✚</td>
<td>Analyze the meaning of work and the meaning of family.</td>
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<td>Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).</td>
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<td>✚</td>
<td>✚</td>
<td>Establish criteria for reasoning.</td>
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<td>Classify different types of concerns.</td>
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<td>Analyze the practical reasoning process.</td>
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<td>Apply reasoning processes to concerns facing individuals, families, workplaces, and communities.</td>
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<td>Demonstrate scientific inquiry and reasoning.</td>
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<td>Evaluate the significance of family and its effects on the well-being of individuals and society.</td>
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<td>Analyze the role of the family in developing independence, interdependence, and commitment of its family members.</td>
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<td>Identify ways the family and consumer sciences body of knowledge improves the quality of life for individuals, families, and communities.</td>
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<td>Analyze how career choice may affect the family's economic resources.</td>
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<td>Manage financial resources to meet the goals of individuals and families.</td>
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<td>Examine topics related to caregiving (e.g., child care, elder care).</td>
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<td>Identify coping strategies for management of work load and reduction of stress.</td>
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<td>Identify sources of familial support that aid in the management of work and family responsibilities.</td>
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<td>Demonstrate respect for diversity with sensitivity to antibias, gender, equity, age, culture, and ethnicity.</td>
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<td>Analyze the effects of globalization and increasing diversity on individuals, families, and society.</td>
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<td>Demonstrate positive and caring ways to relate to others.</td>
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<td>Identify roles, responsibilities, and rights of an employee.</td>
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<td>Identify roles and responsibilities of an employer.</td>
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<td>Identify support resources and benefits available to employees.</td>
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<td>Summarize the impact of networking, mentoring, and lifelong education on the success of an employee.</td>
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<td>Develop communication and interpersonal skills for the family and the workplace.</td>
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<td>Develop a life plan to achieve individual and family goals.</td>
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<td>Evaluate the impact of life transitions on personal, family, and work priorities.</td>
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<td>Identify factors that contribute to the efficient management of resources.</td>
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<td>Establish guidelines for organizing and delegating work.</td>
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<td>Evaluate the reciprocal effects of individual and family participation in community activities.</td>
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<td>Identify opportunities for individuals and families to fulfill community and civic responsibilities.</td>
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<td>Identify personal and family resources and skills that may be used to provide service for the community.</td>
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<td>Identify resources available to individuals and families for increasing leadership skills and civic engagement.</td>
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<td>Analyze the effects of public policies, agencies, and institutions on the family.</td>
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<td>Identify ways that individuals and families can influence change in policies, agencies, and institutions that affect them.</td>
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Legend: • Essential ☐ Non-essential ☐ Omitted
Curriculum Framework

Balancing Work and Family

Task Number 39

Analyze the meaning of work and the meaning of family.

Definition

Analysis should include

- evaluating work systems and family systems (structures)
- assessing characteristics of strong work and family organizations
- examining the evolution of the workforce
- identifying the rewards of work within and outside the family
- describing the roles and responsibilities of employees and family members
- determining the effects of interdependence on each member of the family
- evaluating ways in which the evolution of the family life cycle affects choices and decisions
- examining personal and family values.

Process/Skill Questions

Thinking

- What factors should be considered when analyzing work and family structures?
- What criteria should be used to assess work and family systems?
- How are the roles and responsibilities of employed workers and family members alike and different?
- How is the role of management in the workplace like or unlike the role of management in the family?

Communication

- How can the workplace be respectful of the family and individuals?
- How can one communicate to others the importance of being aware of the values of work and family?
- How can family members at different stages of the family life cycle communicate their values and choices?

Leadership

- What leadership techniques are needed to develop workplace strategies for change?
- How can the family and the employer develop leadership skills in individuals?
• What leadership techniques are needed to develop family strategies for change?
• How can leadership skills be integrated into the family and the workplace?

Management

• How can one develop a life plan that reflects family values?
• How can an individual’s management skills be integrated into the family? Into the workplace?
• What resources can assist in determining work and family values?

National Standards for Family and Consumer Sciences Education

1.1.1
Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.

1.1.2
Analyze the effects of social, economic, and technological changes on work and family dynamics.

6.1.1
Analyze family as the basic unit of society.

6.1.2
Analyze the role of family in transmitting societal expectations.

6.1.4
Analyze the role of family in teaching culture and traditions across the life span.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working
Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship

Interpersonal Communications

Job Interview

Professional Presentation

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Task Number 40

Compare how families affect work life and how work life affects families.

Definition

Comparison should include the financial, social, intellectual, emotional, and ethical issues involved in work and family roles.

Process/Skill Questions

Thinking

- What effects do technological changes in the workplace have on families?
- What effects do other workplace trends have on families?
- What are the benefits and disadvantages of work as it relates to family?
- What are the effects of family stress and/or change on the workplace?
- What effects might family life have on the financial issues of work? Social issues? Intellectual issues? Ethical issues?

Communication

- How can one communicate the importance of work life to family members and the importance of family life to those in the workplace?
- What communication skills are needed to balance the effects of family life on work? Work life on families?

Leadership
What leadership techniques are needed to develop strategies for change?
How can the family and the employer develop leadership skills in individuals?
What leadership techniques are needed to be able to direct or redirect the effects of family on work and work on family?
How can leadership skills be integrated into the family and the workplace?

Management

How can an individual’s management skills be integrated into the family? Into the workplace?
What resources can assist in analyzing and managing ways in which families are affected by work life and work is affected by family life?
What management skills are needed to minimize the effects of family life on work and the effects of work on family life?
What resources can help one determine values regarding work and families?

National Standards for Family and Consumer Sciences Education

1.1.1
Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.

1.1.2
Analyze the effects of social, economic, and technological changes on work and family dynamics.

1.1.4
Analyze potential effects of various career path decisions on balancing work and family.

1.1.5
Determine goals for life-long learning and leisure opportunities for all family members.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Task Number 41

Identify management strategies for balancing work and family roles.

Definition

Identification should involve

- use of time
- prioritization of family and work responsibilities
- ways to handle stress
- health and safety issues
- conflict resolution
- family and work values
- stages of the family and career life cycle.

Process/Skill Questions

Thinking

- What is the relationship between the family’s circumstances and work productivity?
- Why is it important to a person, to the family, and to the employer to balance work and family roles?
- What factors should be considered when developing management strategies related to family? To the workplace?
- What responsibility does an employer have for a worker’s well-being at home?
- When is it appropriate for an employer to intervene in an employee’s personal/family life?
- What is the relationship of community activities and responsibilities to work and family roles?
- How do management strategies for balancing work and family roles change as the family progresses through its life cycle?
Communication

- When is it appropriate for an employee to communicate personal/family problems to an employer?
- What communication skills are needed when balancing work and family roles?
- How can one communicate to others the importance of balancing work and family roles?

Leadership

- What leadership techniques can be used to address and resolve conflict regarding work and family roles?
- What skills do family members need to become leaders?
- What criteria should be used to assess efforts at balancing work and family roles?

Management

- What management skills are needed to set priorities at work and at home?
- What training is needed to develop management strategies for balancing work and family roles?
- What management skills are needed to deal with issues at different stages of the family life cycle?

Related Standards of Learning

English

10.5
The student will read, interpret, analyze, and evaluate nonfiction texts.

a. Analyze text features and organizational patterns to evaluate the meaning of texts.
b. Recognize an author’s intended audience and purpose for writing.
c. Skim materials to develop an overview and locate information.
d. Compare and contrast informational texts for intent and content.
e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
f. Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
h. Analyze ideas within and between selections providing textual evidence.
i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
j. Use reading strategies throughout the reading process to monitor comprehension.

11.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

a. Apply information from texts to clarify understanding of concepts.
b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
c. Analyze technical writing for clarity.
d. Paraphrase and synthesize ideas within and between texts.
e. Draw conclusions and make inferences on explicit and implied information using textual support.
f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

12.5
The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

History and Social Science

GOVT.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a. planning inquiries by synthesizing information from diverse primary and secondary sources;
b. analyzing how political and economic trends influence public policy, using demographic information and other data sources;
c. comparing and contrasting historical, cultural, economic, and political perspectives;
d. evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
e. constructing informed, analytic arguments using evidence from multiple sources to introduce and support substantive and significant claims;
f. explaining how cause-and-effect relationships impact political and economic events;
g. taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
h. using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
i. applying civic virtues and democratic principles to make collaborative decisions; and
j. communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

GOVT.16
The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

- exercising personal character traits such as trustworthiness, responsibility, and honesty;
- obeying the law and paying taxes;
- serving as a juror;
- participating in the political process and voting in local, state, and national elections;
- performing public service;
- keeping informed about current issues;
- respecting differing opinions and the rights of others;
- practicing personal and fiscal responsibility;
- demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
- practicing patriotism.

National Standards for Family and Consumer Sciences Education

1.1.6
Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

2.1.1
Apply time management, organizational, and process skills to prioritize tasks and achieve goals.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working
Reasoning for Action

Task Number 42

Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).

Definition

Analysis should include

- defining the different kinds of reasoning
- distinguishing between adequate and inadequate reasoning.

Process/Skill Questions

Thinking

- What factors should be considered when analyzing different kinds of reasoning?
- Why is it important to be able to use different reasoning skills?

Communication

- When would scientific reasoning be used? Practical reasoning? Interpersonal reasoning?

Leadership

- Why is it imperative that leaders know and are able to use the different kinds of reasoning skills?
Management

- What could be some disadvantages of only using one type of reasoning skill?

National Standards for Family and Consumer Sciences Education

1.1
Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).

1.2
Distinguish between adequate and inadequate reasoning.

FCCLA National Programs

Families First: Meet the Challenge

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Interpersonal Communications

Professional Presentation

Task Number 43

Establish criteria for reasoning.

Definition

Establishing criteria should include identifying adequate reasoning for self, others, culture/society, and the global environment.

Process/Skill Questions

Thinking
• What factors should be used to establish criteria for reasoning?

Communication

• What effect does reasoning have on the well-being of an individual?

Leadership

• What leadership skills are needed to ensure that the reasoning is accurate in a culture/society?

Management

• How can our reasoning ability affect the global environment?

National Standards for Family and Consumer Sciences Education

1.3
Establish criteria for adequate reasoning.

1.4
Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.

FCCLA National Programs

Families First: Families Today

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

FCCLA: STAR Events (2019)

Interpersonal Communications

Professional Presentation

Task Number 44

Classify different types of concerns.
Definition

Classification should include

- identifying various concerns (e.g., theoretic, technical, practical)
- describing concerns facing individuals, families, workplaces, and communities
- describing conditions and circumstances that create concerns
- describing levels of concern.

Process/Skill Questions

Thinking

- What are some examples of today's concerns?
- What are possible methods for addressing the different types of concerns?

Communication

- What are ways to express personal concerns in the family? In the workplace? In the community?

Leadership

- Is it a sign of a leader's weakness or strength to express concerns? Explain.

Management

- What resources are available to assist with the concerns affecting the individual? Family? Workplace? Community?

National Standards for Family and Consumer Sciences Education

2.1
Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them.

2.3
Describe conditions and circumstances that create or sustain recurring and evolving concerns.

2.4
Describe levels of concerns: individual, family, workplace, community, cultural/societal, and global/environmental.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Meet the Challenge

Families First: Parent Practice

Financial Fitness: Earning
Task Number 45

Analyze the practical reasoning process.

Definition

Analysis should include

- examining and forming goals or valued ends
- interpreting contextual information
- obtaining and using technical information and skills
- considering alternatives and consequences
- deciding what action to take.

Process/Skill Questions

Thinking

- Why is it important to have a goal or a valued end?
- What skills are involved when using practical reasoning?

Communication

- What forms of communication can be used with the practical reasoning process?

Leadership
• How can a leader use the practical reasoning process?
• What are some ways to consider an alternative to a rule or policy?

Management

• How can creativity be a positive factor in the practical reasoning process?

National Standards for Family and Consumer Sciences Education

3.1
Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences.

FCCLA National Programs

Families First: Meet the Challenge

Power of One: A Better You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Event Management

Professional Presentation

Task Number 46

Apply reasoning processes to concerns facing individuals, families, workplaces, and communities.

Definition

Application should include

• describing a recurring concern
• selecting goals/values ends to resolve a particular concern
• choosing responsible action
• evaluating the condition of a particular concern
• generating actions for concern
• using information to critique possible actions
• evaluating actions on self, others, culture/society, and global environment
selecting an action  
designing a plan  
implementing and monitoring plan of action  
evaluating actions and results.

**Process/Skill Questions**

**Thinking**

- How might the reasoning process change when facing a concern in the family? In the workplace? In the community?  
- Why is the evaluation an important part of the process?

**Communication**

- What resources are available when an individual has a concern that cannot be shared with the family or workplace?  
- What communication skills are needed to implement the process?

**Leadership**

- How does implementing the reasoning process contribute to the accomplishment of a greater goal?  
- Why is cooperation vital throughout the reasoning process?

**Management**

- How can the reasoning process be used on the job?

**National Standards for Family and Consumer Sciences Education**

4.10  
Select an action supported by justified reasons, valued ends, contextual conditions, and positive consequences of actions.

4.11  
Design a plan for accomplishing a selected action.

4.12  
Implement and monitor a plan of action based on established standards and valued ends.

4.13  
Evaluate actions and results, including consequences on self, others, culture/society, and global environment.

4.2  
Describe a particular recurring and evolving individual, family, workplace, or community concern.

4.3  
Select goals/valued ends to resolve a particular concern.

4.6  
Generate reasonable actions for reaching goals/valued ends for a particular concern.

4.8  
Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment.
FCCLA National Programs

Families First: Meet the Challenge

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Speak Out for FCCLA

Power of One: Take the Lead

Power of One: Working on Working

STOP the Violence

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Event Management

Interpersonal Communications

Professional Presentation

______________________________

Task Number 47

Demonstrate scientific inquiry and reasoning.

Definition

Demonstration should include

- outlining scope, concepts, and scientific terminology for a particular inquiry
• judging validity and reliability of information
• generating hypotheses based on scientific principles, observations, and evidence
• testing hypotheses and theories using scientific inquiry and reasoning
• drawing conclusions based on data and information that are judged to be reliable
• evaluating the scientific reasoning process.

**Process/Skill Questions**

**Thinking**

- How does scientific reasoning differ from practical reasoning?
- What is a hypothesis?

**Communication**

- What format is used for most scientific inquiries?

**Leadership**

- What can be learned from a false hypothesis?
- Why is this important, especially to someone in a leadership role?

**Management**

- Why is it important to evaluate the scientific reasoning process, even after a conclusion has been reached?

**National Standards for Family and Consumer Sciences Education**

5.2  
Judge validity and reliability of information, sources, opinions, and evidence.

5.3  
Generate hypotheses based on scientific principles, observations, and evidence.

5.4  
Test hypotheses and theories using scientific inquiry and reasoning.

5.5  
Draw conclusions based on data and information that are judged to be reliable.

5.6  
Evaluate scientific reasoning processes.

**FCCLA National Programs**

**Families First: Meet the Challenge**

**Financial Fitness: Earning**

**Financial Fitness: Protecting**

**Financial Fitness: Saving**
Examining the Family as a System

Task Number 48

Evaluate the significance of family and its effects on the well-being of individuals and society.

Definition

Evaluation should include

- defining family structures
  - nuclear family
  - single parent
  - extended family
  - blended family
  - foster/adoptive family
- identifying systems within the family
  - roles
  - values
  - traditions
  - goals
  - rules
resources
• comparing and contrasting the effects of authoritative and permissive styles on families.

Process/Skill Questions

Thinking

• What is meant by family?
• How important is the effect of family on the well-being of individuals? On society?
• How do families teach roles, values, goals, etc.?

Communication

• What is the importance of "I" messages on the well-being of individuals? Society?
• What effect can television and motion pictures have on the family?
• How do traditions help foster communication in the family?

Leadership

• How can community support lines be established for students?
• How can society affect the structure of the family?
• How does leadership differ from one family structure to another?

Management

• Why is the family structure such a complex concept?
• Why are family meetings important? What purpose do they serve?

National Standards for Family and Consumer Sciences Education

6.1
Analyze the effects of family as a system on individuals and society.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Task Number 49

Analyze the role of the family in developing independence, interdependence, and commitment of its family members.

Definition

Analysis should include

- determining how the family, as a structure, meets the individual's basic needs
- assessing the emotional ties in the family
- describing the effects of challenges (e.g., divorce, abuse, poverty, death of family member) on the development of independence, interdependence, and commitment within the family
- tracing independence, interdependence, and commitment within the family.

Process/Skill Questions

Thinking

- How can the family structure contribute to or impede independence for its members? Interdependence? Commitment?
- How can family challenges affect the family structure?
- How do families provide emotional support? Why is that important for independence?

Communication

- How do past generations affect the characteristics of family members?
- How can family challenges encourage communication among family members?
- How can family challenges discourage communication among family members?

Leadership

- In researching past generations of one's family, who were its leaders?
• How did these leaders foster dependence, interdependence, and commitment to family members?
• Who are leaders in your family? Why are they considered leaders?

Management

• How can a family change or break the patterns of destructive behavior?
• How does a family decide leadership roles?
• How does a family teach or encourage leadership?

National Standards for Family and Consumer Sciences Education

6.1.5
Analyze the role of family in developing independence, interdependence, and commitment of family members.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Interpersonal Communications

Professional Presentation
Task Number 50

Identify ways the family and consumer sciences body of knowledge improves the quality of life for individuals, families, and communities.

Definition

Identification should include

- investigating how the family provides for basic human needs
- exploring how the family and consumer sciences body of knowledge aids in the development of strong and resilient families
- researching how the family and consumer sciences body of knowledge supports capacity building and the development of vital communities.

Process/Skill Questions

Thinking

- How can lessons in tolerance be communicated?
- Why is it important to teach problem-solving methods?
- Why is it important to learn about families and the effects they can have on the community?

Communication

- How do students communicate to family members? Others?
- How can the Families First program with FCCLA encourage communication in the family?
- How can students communicate and share with their school? With their community?

Leadership

- What are some resources in the community?
- How can you be a leader in your family?
- How can you be a leader in your school? Community?

Management

- How can knowing yourself lead to a successful life?
- What short-term and long-term goals do you have?
- How can goals help you be successful?

National Standards for Family and Consumer Sciences Education

6.1.7
Analyze the ways family and consumer sciences careers assist the work of the family.
Managing Family Responsibilities

Task Number 51
Analyze how career choice may affect the family's economic resources.

Definition

Analysis should include

- examining current and projected market demand for various occupations
- considering salary ranges of chosen career field
- determining whether economic rewards of career will outweigh other demands placed on family/family resources
- considering alternatives and consequences.

Process/Skill Questions

Thinking

- What are the economic benefits of a chosen field?
- What are the economic risks of a chosen career?
- What responsibilities will each family member have to take as a result of this career path?

Communication

- What communication skills are necessary for family members when dealing with economic decisions?
- What techniques should be used to help maintain professionalism in the workplace?
- What effect does work ethics have on the well-being of the family and individual?

Leadership

- What are the viable options for families to pursue for economic security?
- What leadership skills does one need to retain employment?

Management

- What resources are available regarding salary projections and market demand for various occupations?
- What personal factors should be considered when choosing a career?

National Standards for Family and Consumer Sciences Education

1.1.3
Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today
Task Number 52

Manage financial resources to meet the goals of individuals and families.

Definition

Management should include

- identification of short-term and long-term, personal, and family financial goals
- the components of a budget
- changes in financial needs throughout one's lifespan.

Process/Skill Questions

Thinking
• What are your goals? Your family's?
• What distinguishes a short-term goal from a long-term goal?
• What are the benefits of having a financial plan?

Communication

• What communication skills are necessary for a family to develop a budget?
• What can family members do to communicate the need for following a family budget?
• Why is it important for all family members to understand the reason for budgeting?

Leadership

• What role should leadership play in developing a family budget?
• What role should each family member play in developing a budget?
• What are the implications of developing a long-term financial plan on self? On family?

Management

• What resources are available to the family for financial budgeting?
• When and under what circumstances should a budget be adjusted?

National Standards for Family and Consumer Sciences Education

2.6
Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You
Task Number 53

Examine topics related to caregiving (e.g., child care, elder care).

Definition

Examination should include:

- identifying support organizations that can assist in the aid and care of the family member
- examining the use of technology in the provision of care
- identifying procedures to use for activities of daily living
- identifying safety hazards and sanitation concerns in the home
- identifying nutritional needs and food management practices
- describing how to modify the home to accommodate children, convalescent, disabled, and elderly.

Process/Skill Questions

Thinking

- Why are caregiving issues important to employees today?
- What social services agencies offer help to caregivers?
- How might companies be involved in the problems their employees face with caregiving?

Communication

- How can a company’s services be made known to employees?
- Who in the company should be responsible for helping employees with caregiving problems?
- What provisions can be made to ensure the privacy of employees needing assistance?

Leadership

- Why do some companies become involved in child care?
- How much involvement should a company have in an employee’s caregiving problems?
- What actions can be taken to provide support and relief for primary caregivers of a family member?

Management
• What resources are available to employees to learn of caregiving options?
• What can management do to help the employee undergoing a crisis in caregiving?

National Standards for Family and Consumer Sciences Education

1.1
Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

FCCLA National Programs

Families First: Meet the Challenge

Power of One: A Better You

Power of One: Family Ties

FCCLA: STAR Events (2019)

Event Management

Focus on Children

National Programs in Action

Professional Presentation

Public Policy Advocate

Task Number 54

Identify coping strategies for management of work load and reduction of stress.

Definition

Identification should include

• recognizing the causes of stress and fatigue
• understanding what can cause feelings of guilt in relation to work and family
• identifying healthy behaviors (e.g., nutrition, wellness, fitness, sleep)
• achieving a work-life balance (e.g., determining priorities, evaluating use of time, setting goals, establishing work-life boundaries, nurturing relationships)
• describing when to seek counseling in handling problems
• identifying strategies for avoiding burnout
• finding solutions to problems caused by burnout
• identifying support resources for the caregiver.

Process/Skill Questions

Thinking

• Why do people experience feelings of stress in dealing with family? Work?
• What causes burnout?
• How can feelings of guilt damage relationships?

Communication

• How can people learn to communicate their feelings of guilt and stress?
• Why do people sometimes have a difficult time expressing feelings of stress?
• What questions do we ask in order to evaluate stress management techniques for families?

Leadership

• How can leaders help others deal with fatigue and stress?
• What leadership skills are needed to identify the stresses of family life? Workplace?
• Through the completion of a national FCCLA program, what actions can be taken to strengthen family relationships?

Management

• What resources are available for helping people deal with stress and fatigue?
• Why can guilt have an impact on the performance at the job?
• How can setting goals help family members manage stress?

National Standards for Family and Consumer Sciences Education

13.1.6
Demonstrate stress management strategies for family, work, and community settings.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: You-Me-Us
Power of One: A Better You
Power of One: Working on Working
Task Number 55

Identify sources of familial support that aid in the management of work and family responsibilities.

Definition

Identification may include

- day care facilities
- financial counseling
- employee assistance programs (EAPs)
- local, state, and federal government agencies
- faith-based groups
- private counseling
- extended family and friends.

Process/Skill Questions

Thinking

- Why might people need to turn to outside sources of support at certain points in their lives?
- What criteria can be used to determine resources needed by a family?
- What decisions can a family make as a unit that would have positive effects on organizing family responsibilities?

Communication

- Why do some people have difficulty talking to strangers about problems at home? At work?
• How can someone find a counselor with whom he/she feels comfortable?
• How can technology be used to identify and use sources of support?

Leadership

• How can leaders encourage others to seek support?
• How can leaders recognize that others are suffering with debilitating problems?

Management

• How can sources of support be evaluated?
• What should be done if a source of support is not helping?
• What strategies can family members employ to manage their basic needs?

National Standards for Family and Consumer Sciences Education

1.3.4
Analyze community resources and systems of formal and informal support available to individuals and families.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working
Student Body: The Real You
Student Body: The Resilient You
Creating Caring Relationships

Task Number 56

Demonstrate respect for diversity with sensitivity to antibias, gender, equity, age, culture, and ethnicity.

Definition

Demonstration should include

- an acceptance and honoring of diversity
- communication strategies that demonstrate respect
- ways to handle disagreements and negotiate differences with respect
- willingness to develop new patterns of communication.

Process/Skill Questions

Thinking

- How is respect shown to others?
- What are some different cultural expectations?
- Why is it important to be aware of cultural diversity?

Communication

- What communication skills are necessary when relating to diverse audiences?
- How can we gain an understanding of others' perspectives, needs, and characteristics?
- What insights are gained by engaging in communication with persons who come from backgrounds different than your own?
Leadership

- How can respectful behavior be modeled to influence others?
- What are our goals in working with different people?
- What are the consequences of understanding diverse perspectives?

Management

- What resources are available to learn about other cultures and ethnicities?
- What are the short-term and long-term effects on families of appreciating diverse perspectives?
- How can understanding diverse perspectives improve relationships?

National Standards for Family and Consumer Sciences Education

6.2.4
Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.

FCCLA National Programs

- Families First: Families Today
- Power of One: A Better You
- STOP the Violence
- Student Body: The Resilient You

FCCLA: STAR Events (2019)

- Interpersonal Communications

Task Number 57

Analyze the effects of globalization and increasing diversity on individuals, families, and society.

Definition

Analysis should include

- the evolution of globalization
examination of the costs and benefits of globalization to individuals and families
recognition and appreciation of diverse values and traditions.

Process/Skill Questions

Thinking

- What is globalization?
- How have individuals and families changed as a result of globalization?
- How can people adapt to thrive in a global economy?

Communication

- What are the challenges of communicating in a foreign language?
- What communication skills can help individuals and families deal with the influence of globalization?

Leadership

- What does it mean to be a global citizen?
- What leadership skills may help people control the impact of globalization on the family?
- What are the benefits and drawbacks of becoming a global citizen?

Management

- What skills are needed to strengthen the family in the face of globalization?
- What are possible consequences for not understanding the effects of globalization?

National Standards for Family and Consumer Sciences Education

6.2.5
Analyze the effects of globalization and increasing diversity on individuals, families, and society.

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You
Task Number 58

Demonstrate positive and caring ways to relate to others.

Definition

Demonstration may include

- using communication skills that contribute to positive relationships
- adhering to standards that guide caring behavior in relationships
- developing teamwork skills.

Process/Skill Questions

Thinking

- What are ways that people show their care and concern for each other?
- What attributes are present in caring individuals?
- What are team skills? How are they useful in relating to others?

Communication

- What communication skills are needed to foster positive relationships?
- What are the standards that guide caring behavior in relationships?
- What communication skills are needed for effective teamwork?
- In what ways can team members be motivated and encouraged?

Leadership

- What are the skills of a team player?
- How is teamwork built among a group?
- What are the consequences of not using the strengths of team members?
Management

- What are the benefits of having positive, caring relationships?
- What are the consequences of not being a part of positive, caring relationships?
- What are the benefits of using team skills in the family, workplace, and community?

National Standards for Family and Consumer Sciences Education

13.5.1
Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
Power of One: Speak Out for FCCLA
Power of One: Take the Lead
Power of One: Working on Working

FCCLA: STAR Events (2019)

Chapter Service Project Display
Interpersonal Communications
National Programs in Action
Professional Presentation
Examining Work as a System

Task Number 59

Identify roles, responsibilities, and rights of an employee.

Definition

Identification should include

- loyalty to the company
- recognition of being part of a team and willingness to work as a team member
- acceptance of personal accountability (e.g., attendance, dress code, safety of self and others)
- willingness to learn new tasks and responsibilities
- consideration of employee rights, responsibilities, and benefits.

Process/Skill Questions

Thinking

- Why should an employee be aware of his or her responsibilities in the workplace? Of his or her rights in the workplace?
- How can an employee identify his or her roles/responsibilities?
- In what ways can an employee demonstrate positive work ethic?

Communication

- What communication skills should employees use when securing benefits from employers?
- What is the chain of command to follow when bringing forward ideas for change within a company?
- What types of communication can be used by employees to request change in the workplace?
- How much responsibility does an employee have to his or her company?
- How does an employee communicate employee rights infringement?

Leadership

- What leadership skills should employee representatives use when dealing with management?
- How can leaders be sure that employees have the opportunity to express their thoughts and concerns?
- Why should leaders be aware of changes in the labor laws?

Management

- How can management be sensitive to the requests of employees?
- How can management be sure that employees understand their roles, responsibilities, and rights in the company?
• What resources are available to help management know what benefits other companies provide their employees?
• How should management deal with a disgruntled employee?

**National Standards for Family and Consumer Sciences Education**

1.2
Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.

**FCCLA National Programs**

Power of One: A Better You

Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Career Investigation

Interpersonal Communications

Job Interview

National Programs in Action

Professional Presentation

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**Task Number 60**

**Identify roles and responsibilities of an employer.**

**Definition**

Identification should include the following skills:

• Interpersonal
• Leadership
• Fiscal diligence
• Decision-making
• Problem-solving
• Communication
• Evaluation

**Process/Skill Questions**
Thinking

- Why is it important for employers to share the company's financial information with employees?
- Why is it important for employers to support employees' professional development?
- How can an employer provide a safe workplace for his or her employees?

Communication

- What communication skills are needed to create a successful employer-employee relationship?
- Why is it important for employers to communicate regularly with their employees?
- How can employers foster employees to share ideas and concerns?

Leadership

- What kind of leadership skills should employers use when managing employees?
- How can employers model respectful and considerate behavior?
- How can employers extend leadership growth opportunities to employees?

Management

- What management resources are available to assist employers?
- How can employers retain their employees?

National Standards for Family and Consumer Sciences Education

1.2
Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.

FCCLA National Programs

Families First: Balancing Family and Career

Financial Fitness: Earning

Power of One: A Better You

Power of One: Take the Lead

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Interpersonal Communications

Job Interview
Task Number 61

Identify support resources and benefits available to employees.

Definition

Identification should include

- employee handbook
- employee training
- employee mentor
- information from various internal departments.

Employers offer a variety of support and benefits to employees, such as

- flexible work hours
- compressed work week
- telecommuting
- child-care assistance
- Family Medical Leave Act (FMLA)
- tuition reimbursement
- job sharing
- leave of absence
- employee-assistance programs (EAPs).

Process/Skill Questions

Thinking

- What information should be included in an employee handbook?
- What input should employees have regarding access to company resources?
- Why is it important for the employee to understand "the big picture" of the business?

Communication

- How can an employee effectively communicate the resources and support he or she needs in the workplace?
- What are the advantages and disadvantages of job sharing?
• Why would an employer provide mentors to newly hired employees?

**Leadership**

• How can leaders be sure employees are aware of the available resources?
• Do benefits directly affect employee morale? Explain.
• How can leaders be sure employees know how to best use their benefits?

**Management**

• What responsibility does management have for the welfare of all employees?
• How can management ensure all employees are satisfied with the current resources and support systems in the workplace?

**National Standards for Family and Consumer Sciences Education**

1.2 Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.

**FCCLA National Programs**

Families First: Balancing Family and Career

Power of One: A Better You

Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Career Investigation

Job Interview

Professional Presentation

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**Task Number 62**

**Summarize the impact of networking, mentoring, and lifelong education on the success of an employee.**

**Definition**

Summary should include the following points:
• Describing the benefits to the employee and employer of participation in educational activities (professional development)
• Describing the benefits to the employee and employer of networking
• Describing the benefits to the employee and employer of having mentors

Process/Skill Questions

Thinking

• Why is networking an integral part of your professional life?
• How can a mentor play a vital role in the professional life of a new employee?
• What benefits to both the employee and employer does continuing education have?

Communication

• What educational experiences will enhance job performance?
• What communication skills are needed to create a successful professional network?

Leadership

• What networking should be encouraged among employees?
• How can networking have a negative impact on a company?

Management

• What resources are available to help identify educational opportunities?
• What resources are available to identify appropriate networking?

National Standards for Family and Consumer Sciences Education

1.2
Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.

FCCLA National Programs

Families First: Balancing Family and Career

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Working on Working
Managing Career Responsibilities

Task Number 63

Develop communication and interpersonal skills for the family and the workplace.

Definition

Development of skills should include the following steps:

- Interpret verbal and nonverbal messages.
- Demonstrate effective listening skills.
- Use questioning and paraphrasing techniques to elicit or clarify information.
- Explain behaviors associated with assertiveness.
- Resolve conflict by using negotiation techniques.
- Identify individual assets that contribute to family, team, or work.
- Develop guidelines for a small group or family meeting.
- Identify behaviors indicative of sexual harassment.
- Describe the role of social media in the workplace.

Process/Skill Questions

Thinking
• How can family members help develop communication and interpersonal skills?
• What is the difference between interpersonal skills used with family and those used with coworkers?

Communication

• What are some examples of nonverbal messages?
• How can personal boundaries be recognized and respected?
• How can personnel effectively address differences without conflict?

Leadership

• Who is responsible for developing the guidelines in the workplace? Family?
• How can good communication skills help resolve conflicts in the workplace?

Management

• What resources are available to help develop communication skills?
• What is the management's role when dealing with a conflict?
• What training should be used to prevent inappropriate behavior and sexual harassment?

National Standards for Family and Consumer Sciences Education

1.2.3
Apply communication skills in school, community and workplace settings and with diverse populations.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Speak Out for FCCLA

Power of One: Take the Lead

Power of One: Working on Working

STOP the Violence
Task Number 64

Develop a life plan to achieve individual and family goals.

Definition

Life plan should include

- short-term goals and long-term goals for the individual
- short-term goals and long-term goals for the family
- strategies to achieve the goals
- timeline for reaching the goals
- evaluation or reassessment of the goals.

Process/Skill Questions

Thinking

- Why is it important for a family to have short- and long-term goals?
- What can be learned when one has to reassess a goal?
- What resources are available for guidance in setting realistic short-term and long-term goals?

Communication

- What communication skills can be used when developing a life plan?
- What are the advantages and disadvantages of having long-term goals?
- How can short-term goals help an individual achieve long-term goals?
Leadership

- How can establishing goals make one a better leader?
- What kinds of leadership skills are necessary to establish and carry out goals?
- How can a good leader best help to reestablish goals within a company when things have not gone as planned?

Management

- What techniques can be used to balance personal and workplace goals?
- What role does critical thinking have when managing both short- and long-term goals in the family?
- How often should goals be revisited for adherence and adjustment?
- What types of goals may require more frequent realignment? Under what circumstances?

National Standards for Family and Consumer Sciences Education

1.1.6
Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action

Parliamentary Procedure
Task Number 65

Evaluate the impact of life transitions on personal, family, and work priorities.

Definition

Evaluation should include

- reviewing life transitions (e.g., birth, changes in family structure, illness, job change, relocation, death) that affect personal, family, and work priorities
- identifying methods of coping with life transitions.

Process/Skill Questions

Thinking

- How can family members recognize the effects of life transitions upon the family?
- How can one accept the effects of life transitions?
- How can transitions in one's personal life have an impact on his or her work life?

Communication

- What communication skills should be used to express feelings about transitions in one's life?
- How can positive communication enhance transitions?
- How can effective communication help an employee negotiate life transitions in the workplace?

Leadership

- How can leaders anticipate transitions in families and in workplaces?
- What methods can leadership use to ease the difficulties brought on by transitions?

Management

- What human resources should be available to workers undergoing transitions?
- How much responsibility does a company have to a worker who is dealing with a crisis?

National Standards for Family and Consumer Sciences Education

1.1.3
Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.

1.1.4
Analyze potential effects of various career path decisions on balancing work and family.

1.1.5
Determine goals for life-long learning and leisure opportunities for all family members.

2.1.2
Analyze how individuals and families make choices to satisfy needs and wants.

2.2.1
Analyze individual and family responsibility in relation to environmental trends and issues.

2.4.1
Analyze the types of technology and software programs that affect family and consumer decision-making.

2.6.1
Evaluate the need for personal and family financial planning.

6.1.6
Analyze the effects of change and transitions over the life course.

**FCCLA National Programs**

- **Families First: Balancing Family and Career**
- **Families First: Families Today**
- **Families First: Meet the Challenge**
- **Financial Fitness: Earning**
- **Financial Fitness: Protecting**
- **Financial Fitness: Saving**
- **Financial Fitness: Spending**
- **Power of One: A Better You**
- **Power of One: Family Ties**
- **Power of One: Working on Working**
- **Student Body: The Real You**
- **Student Body: The Resilient You**

**FCCLA: STAR Events (2019)**

- **Event Management**
- **Interpersonal Communications**
- **National Programs in Action**
- **Professional Presentation**
Task Number 66

Identify factors that contribute to the efficient management of resources.

Definition

Identification should include

- goals that are prioritized
- goals that are understood by family members and colleagues at work
- use of time that is realistic and productive
- physical and emotional energy that is used in positive ways rather than negative ways
- organization of time and space.

Process/Skill Questions

Thinking

- How does one know when time, money, and energy are not being used efficiently?
- Why is emotional energy sometimes used in a negative way?
- Why is efficiency an important goal in the management of time, money, and energy?

Communication

- How can concerns about mismanagement be communicated to others?
- How can mismanagement be fairly evaluated?

Leadership

- Why is it the responsibility of leaders to discover ways to improve efficiency?
- Does well-organized space create efficiency at home? In the workplace? Explain.

Management

- How can management promote efficient use of resources by employees?
- How can management help family members and employees identify areas that are inefficient?
- What resources are available to managers to increase efficiency in the workplace? At home?

National Standards for Family and Consumer Sciences Education

2.1
Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
Task Number 67

Establish guidelines for organizing and delegating work.

Definition

Establishment should include

- identifying all work to be done
- assessing standards to be used for evaluation
- determining what each family member/colleague can do
- distributing tasks among members
- conferring authority to match the responsibility
- setting up a schedule
- evaluating progress
- recognizing participants' efforts and contributions.

Process/Skill Questions

Thinking
• What factors should be considered when delegating work?
• What safeguards should be in place to check on delegated work?
• What happens when work is delegated to someone who lacks the authority to make decisions?

Communication

• How should guidelines for delegated work be communicated to all persons involved?
• How should family members/workers communicate their willingness or hesitation about receiving new work?

Leadership

• How can leaders determine what work can be delegated to others?
• How can the performance of delegated work be a learning experience for the worker?

Management

• What types of responsibilities should management look at when delegating work?
• How can management be fair and reasonable when delegating work?

National Standards for Family and Consumer Sciences Education

13.5.5
Demonstrate ways to organize and delegate responsibilities.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
Power of One: Take the Lead
Power of One: Working on Working

FCCLA: STAR Events (2019)
Event Management
Assuming Leadership Roles in the Community

Task Number 68

Evaluate the reciprocal effects of individual and family participation in community activities.

Definition

Evaluation should include

- explaining ways to participate as an individual and as a family member within the community
- comparing and contrasting the different effects of individual and family participation
- summarizing the effects on the individual and the family through participation in community activities.

Process/Skill Questions

Thinking

- What are the benefits to the individual and the family from community participation?
- What environmental factors determine our community involvement?
- Why is it important to include all individual and family members in community activities?

Communication

- How can the effects be communicated to the individual? Family?
- How can we encourage others to become involved in the community?
- How can participation in community activities help individual families?

Leadership

- How can individual leaders enhance the reciprocal benefits of community activities?
• How might a variety of viewpoints affect the outcome of a community project?
• Why is it important to understand the different effects of individual and family participation?

Management

• How should individuals manage community activities to benefit the community?
• What are possible consequences of not being involved in the community?
• What criteria should be used to determine which community activities should involve families and individuals?

National Standards for Family and Consumer Sciences Education

1.3
Evaluate the reciprocal effects of individual and family participation in community and civic activities.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
Power of One: Speak Out for FCCLA
Power of One: Take the Lead
Power of One: Working on Working

FCCLA: STAR Events (2019)
Chapter Service Project Display
Event Management
Interpersonal Communications
Leadership

National Programs in Action
Task Number 69

Identify opportunities for individuals and families to fulfill community and civic responsibilities.

Definition

Identification should include

- determining ways to achieve goals with community and civic responsibilities
- describing goals that support individuals and families in their community and civic responsibilities
- explaining how these goals can benefit individuals, families, and communities.

Process/Skill Questions

Thinking

- What goals do you have for your community?
- What goals do you have toward your civic responsibilities?
- How can you achieve your goals for your community and civic responsibility?

Communication

- What is the best way to communicate goals to individuals? Families?
- What resources could be used to find out about community needs?
- How can others be encouraged to get involved with community and civic goals?

Leadership

- Why is it important for leaders to know their goals?
- How do leaders achieve their goals to become better citizens in their communities?
- Why is it important for leaders to help meet community and civic goals?

Management

- How do individuals and families manage these goals?
- What procedures are used to set the community and civic goals?
- How would you learn the needs of a particular community?

National Standards for Family and Consumer Sciences Education
1.3.1
Analyze goals that support individuals and family members in carrying out community and civic responsibilities.

**FCCLA National Programs**

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Speak Out for FCCLA

Power of One: Take the Lead

Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Chapter Service Project Display

Event Management

Interpersonal Communications

Leadership

Professional Presentation

Promote and Publicize FCCLA!

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**Task Number 70**

Identify personal and family resources and skills that may be used to provide service for the community.
**Definition**

Identification should include

- financial or material resources
- time management
- communication skills (e.g., networking)
- interpersonal skills
- technological skills
- leadership skills (e.g., membership in organizations).

**Process/Skill Questions**

**Thinking**

- What are some examples of ways to provide service for the community?
- How can a family's involvement in an organization help a community?
- What resources does a family need to participate in community activities?
- How can a family ensure they have time as a family to participate in community activities?

**Communication**

- What are some ways to communicate which resources and skills will benefit the community?
- How can personal and family resources be found through networking? Through technology?

**Leadership**

- What leadership roles are needed to provide service for the community?
- What opportunities exist in the community for leadership training?
- How can volunteering be as valuable as a paying job?

**Management**

- Why is networking an effective management tool?
- What criteria should be used to identify credible resources in the community?
- What are some consequences of personal and family resources not being available to the community?

**National Standards for Family and Consumer Sciences Education**

1.3.3
Analyze personal and family assets and skills that provide service to the community.

**FCCLA National Programs**

**Families First: Balancing Family and Career**

**Families First: Families Today**

**Families First: Meet the Challenge**
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Speak Out for FCCLA
Power of One: Take the Lead
Power of One: Working on Working
STOP the Violence
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Chapter Service Project Display
Event Management
Focus on Children
Interpersonal Communications
Leadership
National Programs in Action
Professional Presentation
Promote and Publicize FCCLA!
Public Policy Advocate
Task Number 71

Identify resources available to individuals and families for increasing leadership skills and civic engagement.

Definition

Identification should include the following resources:

- Government, state, and local agencies
- Organizations (e.g., career and technical student organizations, professional associations)
- Faith-based organizations
- Internet
- Library

Process/Skill Questions

Thinking

- What are examples of resources that government agencies can provide?
- What leadership opportunities are available in your school? In your community?

Communication

- What is the best way to locate community resources available to individuals? Families?
- Where can leadership resources be found in the community?
- How can we encourage others to take leadership roles in the community?

Leadership

- What leadership skills are vital in providing community resources to families?
- What organizations are available in our schools and community that offer leadership opportunities?
- How can individuals develop leadership skills that are transferable to the workplace?

Management

- What are some ways to request resources from the community?
- Who would most likely be in charge of providing the resources?
- How do managers develop a leadership pathway for individuals and families in the community?
- How do we ensure that resources are easily accessible to individuals and families in the community?

National Standards for Family and Consumer Sciences Education

1.3.4

Analyze community resources and systems of formal and informal support available to individuals and families.
FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
Power of One: Speak Out for FCCLA
Power of One: Take the Lead
Power of One: Working on Working
STOP the Violence

FCCLA: STAR Events (2019)
Chapter Service Project Display
Event Management
Interpersonal Communications
Leadership
National Programs in Action
Professional Presentation
Public Policy Advocate

Task Number 72

Analyze the effects of public policies, agencies, and institutions on the family.
Definition

Analysis should include

- reviewing the needs of the family
- identifying resources available to family
- analyzing the impact of public policies, agencies, and institutions on the family.

Process/Skill Questions

Thinking

- What are examples of family agencies in your area?
- Why is it important to explore their effects on the family?
- What resources can help families plan for inexpensive, nutritious meals?

Communication

- Why should the diversity of families be an important consideration when analyzing the effects of public policies?
- How are food safety issues best communicated to consumers?
- Why is it important to follow-up on product recalls?

Leadership

- What leadership skills are needed when forming policies affecting the family?
- What are "food deserts"? What strategies can be put in place to reduce food deserts?
- What can leaders do to ensure that policy changes and recalls are made available to individuals and families?

Management

- What is the difference between an agency and an institution?
- Why is it important to complete a food safety certification course?
- What consequences may result if you do not follow food agency protocols?

National Standards for Family and Consumer Sciences Education

1.3.5
Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Speak Out for FCCLA
Power of One: Take the Lead
Power of One: Working on Working
STOP the Violence
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Chapter Service Project Display
Event Management
Focus on Children
Interpersonal Communications
Leadership
National Programs in Action
Professional Presentation
Public Policy Advocate
Task Number 73

Identify ways that individuals and families can influence change in policies, agencies, and institutions that affect them.

Definition

Identification may include

- communicating with leaders and community members
- conducting local meetings
- communicating with media
- working with community leadership on projects.

Process/Skill Questions

Thinking

- What can individuals and families do to influence change?
- Why should individuals and families influence change?
- Other than exercising your right to vote, how can you, as an adult, influence a change in your community?

Communication

- How can individuals and families communicate in order to influence change?
- What are the procedures for contacting community leaders?
- What is the best way to find out about community meetings?

Leadership

- How should leaders go about making changes that affect individuals and families?
- How do leaders ensure that individuals and families get the information needed to make changes in policies?
- What leadership skills are needed to communicate with community leaders and community members?

Management

- How can change that affects individuals and families be managed?
- What resources are available to help provide leadership skills to individuals?

National Standards for Family and Consumer Sciences Education

1.3.6
Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.

**FCCLA National Programs**

**Families First: Balancing Family and Career**

**Families First: Families Today**

**Families First: Meet the Challenge**

**Families First: Parent Practice**

**Families First: You-Me-Us**

**Financial Fitness: Earning**

**Financial Fitness: Protecting**

**Financial Fitness: Saving**

**Financial Fitness: Spending**

**Power of One: A Better You**

**Power of One: Family Ties**

**Power of One: Speak Out for FCCLA**

**Power of One: Take the Lead**

**Power of One: Working on Working**

**STOP the Violence**

**Student Body: The Fit You**

**Student Body: The Healthy You**

**Student Body: The Real You**

**Student Body: The Resilient You**

**FCCLA: STAR Events (2019)**

**Chapter Service Project Display**

**Event Management**
Interpersonal Communications

Leadership

National Programs in Action

Professional Presentation

Public Policy Advocate

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**SOL Correlation by Task**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English:</th>
<th>History and Social Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Analyze the meaning of work and the meaning of family.</td>
<td>10.5, 11.5, 12.5</td>
<td>GOVT.1, GOVT.16</td>
</tr>
<tr>
<td>40</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td></td>
<td>GOVT.1, GOVT.16</td>
</tr>
<tr>
<td>41</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td>10.5, 11.5, 12.5</td>
<td>GOVT.1, GOVT.16</td>
</tr>
<tr>
<td>42</td>
<td>Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).</td>
<td>10.3, 10.5, 11.3, 11.5, 12.3, 12.5</td>
<td>GOVT.1, GOVT.16, VUS.1</td>
</tr>
<tr>
<td>43</td>
<td>Establish criteria for reasoning.</td>
<td></td>
<td>GOVT.1, GOVT.16, VUS.1</td>
</tr>
<tr>
<td>44</td>
<td>Classify different types of concerns.</td>
<td>10.5, 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Analyze the practical reasoning process.</td>
<td>10.5, 11.5, 12.5</td>
<td>GOVT.1, VUS.1</td>
</tr>
<tr>
<td>46</td>
<td>Apply reasoning processes to concerns facing individuals, families, workplaces, and communities.</td>
<td>10.5, 11.5, 12.5</td>
<td>GOVT.1, GOVT.16, VUS.1</td>
</tr>
<tr>
<td>47</td>
<td>Demonstrate scientific inquiry and reasoning.</td>
<td>10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Task Description</td>
<td>Subject Areas</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 48 | Evaluate the significance of family and its effects on the well-being of individuals and society. | English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5  
History and Social Science: GOVT.1, VUS.1, WHII.4 |
| 49 | Analyze the role of the family in developing independence, interdependence, and commitment of its family members. | English: 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, GOVT.16, VUS.1 |
| 50 | Identify ways the family and consumer sciences body of knowledge improves the quality of life for individuals, families, and communities. | English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8  
History and Social Science: VUS.1 |
| 51 | Analyze how career choice may affect the family's economic resources. | English: 10.5, 11.5, 12.5  
Mathematics: A.9, AII.9, AII.10 |
| 52 | Manage financial resources to meet the goals of individuals and families. | Mathematics: A.1, A.4, A.5, AII.10 |
| 53 | Examine topics related to caregiving (e.g., child care, elder care). | English: 10.5, 11.5, 12.5  
Mathematics: COM.1 |
| 54 | Identify coping strategies for management of workload and reduction of stress. | English: 10.5, 11.5, 12.5 |
| 55 | Identify sources of familial support that aid in the management of work and family responsibilities. | English: 10.5, 11.5, 12.5  
History and Social Science: GOVT.1 |
| 56 | Demonstrate respect for diversity with sensitivity to antibias, gender, equity, age, culture, and ethnicity. | History and Social Science: GOVT.1, GOVT.9, GOVT.11, GOVT.16, VUS.1, VUS.14 |
| 57 | Analyze the effects of globalization and increasing diversity on individuals, families, and society. | English: 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, GOVT.11, VUS.1, VUS.14, WG.16, WG.18 |
| 58 | Demonstrate positive and caring ways to relate to others. | English: 10.5, 11.5, 12.5  
History and Social Science: GOVT.16 |
| 59 | Identify roles, responsibilities, and rights of an employee. | English: 10.5, 11.5, 12.5  
History and Social Science: GOVT.16 |
| 60 | Identify roles and responsibilities of an employer. | English: 10.5, 11.5, 12.5  
History and Social Science: GOVT.16 |
| 61 | Identify support resources and benefits available to employees. | English: 10.5, 11.5, 12.5 |
Summarize the impact of networking, mentoring, and lifelong education on the success of an employee.

Develop communication and interpersonal skills for the family and the workplace.

Develop a life plan to achieve individual and family goals.

Evaluate the impact of life transitions on personal, family, and work priorities.

Identify factors that contribute to the efficient management of resources.

Establish guidelines for organizing and delegating work.

Evaluate the reciprocal effects of individual and family participation in community activities.

Identify opportunities for individuals and families to fulfill community and civic responsibilities.

Identify personal and family resources and skills that may be used to provide service for the community.

Identify resources available to individuals and families for increasing leadership skills and civic engagement.

Analyze the effects of public policies, agencies, and institutions on the family.

Identify ways that individuals and families can influence change in policies, agencies, and institutions that affect them.

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

Teacher Resources

PrePAC Correlations to Broad Field Family and Consumer Sciences

These guides correlate the domains and competencies of the Broad Field Family and Consumer Sciences Pre-PAC assessment with the content of these texts.

Contemporary Living
Exploring Life and Career
Preparing for Life and Career
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Broad Field Family and Consumer Sciences Assessment
- College and Work Readiness Assessment (CWRA+)
- Leadership Essentials Assessment
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Child Development and Parenting (8231/18 weeks)
- Child Development and Parenting (8232/36 weeks)
- Culinary Arts I (8275/36 weeks, 280 hours)
- Culinary Arts II (8276/36 weeks, 280 hours)
- Culinary Arts Specialization (8279/36 weeks)
- Early Childhood, Education, and Services I (8285/36 weeks, 280 hours)
- Early Childhood, Education, and Services II (8286/36 weeks, 280 hours)
- Family and Human Services I (8264/36 weeks, 280 hours)
- Family and Human Services II (8265/36 weeks, 280 hours)
- Family Relations (8223/18 weeks)
- Family Relations (8225/36 weeks)
- Fashion Careers I (8280/36 weeks, 280 hours)
- Fashion Careers II (8281/36 weeks, 280 hours)
- Hospitality, Tourism, and Recreation I (8202/36 weeks, 280 hours)
- Hospitality, Tourism, and Recreation II (8203/36 weeks, 280 hours)
- Independent Living (8214/18 weeks)
- Independent Living (8219/36 weeks)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Interior Design I (8295/36 weeks, 280 hours)
- Interior Design II (8296/36 weeks, 280 hours)
- Introduction to Culinary Arts (8249/18 weeks)
- Introduction to Culinary Arts (8250/36 weeks)
- Introduction to Early Childhood, Education, and Services (8233/18 weeks)
- Introduction to Early Childhood, Education, and Services (8234/36 weeks)
- Introduction to Family and Human Services (8238/36 weeks)
- Introduction to Family and Human Services (8237/18 weeks)
- Introduction to Fashion Careers (8248/36 weeks)
- Introduction to Fashion Careers (8247/18 weeks)
- Introduction to Hospitality, Tourism, and Recreation (8258/18 weeks)
- Introduction to Hospitality, Tourism, and Recreation (8259/36 weeks)
- Introduction to Interior Design (8254/18 weeks)
- Introduction to Interior Design (8255/36 weeks)
- Life Planning (8226/18 weeks)
- Life Planning (8227/36 weeks)
- Nutrition and Wellness (8228/18 weeks)
- Nutrition and Wellness (8229/36 weeks)

### Career Cluster: Education and Training

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
</table>
| Administration and Administrative Support | Instructional Coordinator  
|                                 | School Principal  
|                                 | School Superintendent  
|                                 | Training and Development Manager  |
| Professional Support Services   | Instructional Developer  
|                                 | Marriage and Family Therapist  
|                                 | Mental Health Counselor  
|                                 | Speech-Language Pathologist  |
| Teaching and Training           | Child Care Worker  
|                                 | Coach, Secondary Level  
|                                 | Director, Early Childhood Education Center  
|                                 | Elementary School Teacher  
|                                 | Instructional Coordinator  
|                                 | Kindergarten Teacher  
|                                 | Owner, Early Childhood Center  
|                                 | Secondary School Teacher  
|                                 | Special Education Teacher  
|                                 | Teacher Assistant  
|                                 | Training Consultant/Training Specialist  |

### Career Cluster: Human Services

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
</table>
| Consumer Services              | Consumer Advocate  
|                                 | Debt Counselor  |
| Counseling and Mental Health Services | Career Counselor  
|                                 | Educational/School Counselor  
|                                 | Health Educator  
|                                 | Marriage and Family Therapist  
|                                 | Mental Health Counselor  
|                                 | Rehabilitation Counselor  
|                                 | Social and Human Service Assistant  
|                                 | Substance Abuse and Behavioral Disorder Counselor  |
| Early Childhood Development and Services | Child Care Worker  
|                                 | Director of Early Childhood Education Center  
|                                 | Elementary School Teacher  
|                                 | Nanny  
|                                 | Parent and Family Educator  
|                                 | Preschool Teacher  
<p>|                                 | Teacher Assistant  |</p>
<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family and Community Services</td>
<td>Adult Day Care Coordinator</td>
</tr>
<tr>
<td></td>
<td>Educational/School Counselor</td>
</tr>
<tr>
<td></td>
<td>Grief Counselor</td>
</tr>
<tr>
<td></td>
<td>Medical, Public Health Social Worker</td>
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<tr>
<td></td>
<td>Personal and Home Care Aide</td>
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<tr>
<td></td>
<td>Rehabilitation Counselor</td>
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<tr>
<td></td>
<td>Social and Community Service Manager</td>
</tr>
<tr>
<td></td>
<td>Social and Human Service Assistant</td>
</tr>
<tr>
<td></td>
<td>Volunteer Coordinator</td>
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</tbody>
</table>

Career Cluster: Human Services