Family and Consumer Sciences
Exploratory III

8241 6 weeks
8242 9 weeks
8243 12 weeks
8244 18 weeks
8245 36 weeks

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Acknowledgments

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Office of Career, Technical, and Adult Education
Virginia Department of Education

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**Course Description**

**Suggested Grade Level:** 8

Family and Consumer Sciences Exploratory III students continue to build on knowledge and skills acquired in Family and Community Sciences Exploratory I and II to lead better lives, be career-ready, build strong families, and make meaningful contributions to their communities.
### 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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<p>| | + | + | + | + | Analyze the effects of career choice, education, and skills on income and goal attainment. |
| | + | + | + | + | Develop a savings and spending plan for personal financial management. |
| | + | + | + | + | Research the services offered by financial institutions. |
| | + | + | + | + | Demonstrate the ability to manage an account in a financial institution. |
| | + | + | + | + | Examine credit options. |
| | + | + | + | + | Explain consumer rights. |
| | + | + | + | + | Explain consumer responsibilities. |
| | + | + | + | + | Describe a decision-making process when purchasing clothing. |
| | + | + | + | + | Demonstrate basic construction skills. |
| | + | + | + | + | Produce a storyboard using apparel and textile design technology. |
| | + | + | + | + | Repurpose textile products and apparel. |
| | + | + | + | + | Analyze the stages of early childhood development. |
| | + | + | + | + | Demonstrate childcare skills. |
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<td><strong>Describe how volunteerism develops and sustains community resources.</strong></td>
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<td><strong>Complete a national FCCLA program project and/or a state-level competitive event.</strong></td>
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Legend: ☑Essential ☐Non-essential ☐Omitted
Curriculum Framework

Facilitating Human Development

Task Number 31

Analyze multiple life roles and responsibilities as a community member.

Definition

Analysis should include the roles and responsibilities as a student, young adult, parent, employee, volunteer, voter, and neighbor.

Process/Skill Questions

Thinking

- What does it mean to be an adult?
- What are some of the roles and responsibilities of adults?
- How can unplanned events change the roles of family members?
- How can living in a supportive community benefit families?

Communication

- What verbal and nonverbal communication skills are needed in various life roles?
- How does participating in volunteer opportunities advance career options?
- How does developing good communication skills enhance your relationships with neighbors?
- How can communication skills enable you to relate positively to manage multiple life roles?

Leadership

- What leadership skills do you need to manage multiple life roles and responsibilities?
- How can you help other family members or friends manage their life roles and responsibilities?
- How does volunteering in your community, voting in elections, and participating in other civic activities demonstrate good citizenship?
- How can you take an active role in encouraging sustainability in your community?

Management

- What steps would you take to set up a schedule for a busy week of home, school, social, and community activities?
- How will your family roles change as you get older?
- What skills do you need to be a responsible person? How can you develop those skills? How can you demonstrate them?

**FCCLA National Programs**

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Community Service: Lead

Community Service: Learn

Community Service: Serve

FACTS: People

FACTS: Roads

FACTS: Vehicles

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)

Career Investigation

Chapter Service Project Display

Chapter Service Project Portfolio

Chapter in Review Display

Chapter in Review Portfolio

Check the national FCCLA portal.

Entrepreneurship

Event Management

Focus on Children

Food Innovations

Interpersonal Communications

National Programs in Action

Nutrition and Wellness

Parliamentary Procedure

Professional Presentation

Promote and Publicize FCCLA!

Public Policy Advocate
Task Number 32

Examine cultural and community factors that influence personal development.

Definition

Examination should include

- describing the influence of teachers, community leaders, and other role models
- identifying how environmental factors affect individuals
- identifying community resources and services available to individuals (e.g., libraries, educational institutions, community centers, service organizations).

Process/Skill Questions

Thinking

- What are the positive behaviors you see in your community?
- What are the outcomes of using positive behaviors to guide decisions?
- What are the outcomes of not using positive behaviors to guide decisions?

Communication

- How have your role models communicated their values to you?
- What can be gained from expressing your opinions and desires to community leaders (e.g., letters to the local newspaper, attending public meetings, posting on community blogs)?

Leadership

- How can the family and the school help develop leadership skills in individuals?
- What standards should guide leaders in organizations? In the workplace? In the community?
- How can you positively influence others in your school and community?
- What happens when a community leader fails to live up to their duties and responsibilities?

Management
• What are the consequences of poor management of community resources (e.g., library material, community parks and buildings)?
• What are some ways you can encourage others to take care of community resources?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

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

Chapter Service Project Portfolio

Check the national FCCLA portal.

Focus on Children

Interpersonal Communications

National Programs in Action

Nutrition and Wellness

Parliamentary Procedure

Professional Presentation

Promote and Publicize FCCLA!

Public Policy Advocate

Repurpose and Redesign

Task Number 33

Design a plan to manage change.

Definition

Design should include identifying, implementing, and evaluating coping skills and contingency strategies to manage changes (e.g., changes outside one’s control, such as death of loved one or pet, or moving to a new community, and changes one chooses, such as lifestyle change).

Process/Skill Questions

Thinking

• Why would some decisions require more thought than others?
• How can you use a problem-solving model to make a decision?
• What skills can help you cope with unexpected change (e.g., death of a loved one or pet, moving to a new community, unexpected illness)?
• What community resources are available to help you cope with change?
• What types of changes might you expect in life?
Communication

- How do you acquire attitudes and beliefs about change? Can you change these attitudes and beliefs? If so, how?
- What are some positive ways to communicate dissatisfaction with a change?
- Why is it important to communicate your feelings when changes occur in your life?

Leadership

- What factors determine how well your support system works?
- What can you do to enhance your support systems within and outside the family?
- How can you assist others in managing change?

Management

- What are the consequences of failing to manage change? Give a personal example of a time when you had difficulty with change.
- What management strategies can help you improve your skills in acquiring and processing new information?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

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

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You
Task Number 34

Describe differing social norms across cultures.

Definition

Description should include

- identifying social norms in various cultures (e.g., within a social group, sports team, school, family, religion)
- describing the origins of social norms
- analyzing why social norms are important.

Process/Skill Questions

Thinking

- How do you define a culture? What differing cultures are you a part of?
- What practices demonstrate good manners in your family’s culture?
- Why might your manners differ depending on whom you're with (e.g., parents, grandparents, peers, community members)?

Communication

- What are some ways you can communicate your cultural norms to others?
- What is your reaction when you notice someone using poor manners?
- What message do students' manners convey to the community?

Leadership

- Why should leaders demonstrate good manners?
- Why should leaders be aware of social norms in other cultures?
- How does blending cultural practices improve interpersonal relations?

Management
• Why do some corporations require employees to take etiquette training?
• What are some ways that an employee's etiquette might affect business relationships?

**FCCLA National Programs**

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Families Today

Families First: Meet the Challenge

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)**

Check the national [FCCLA portal](#).

Event Management

Interpersonal Communications

National Programs in Action

Professional Presentation

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**Managing Interpersonal Relationships**

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14
Task Number 35

Demonstrate caring and responsible interactions with peers.

Definition

Demonstration of peer relationships should include

- building trust
- demonstrating flexibility and tolerance
- exercising cultural competence
- having empathy
- using active-listening techniques
- engaging in two-way communication
- expressing appreciation
- advocating for oneself in relationships (e.g., friendships, dating)
- recognizing peer pressure
- recognizing influences of diversity.

Process/Skill Questions

Thinking

- Why is it important to be aware of the levels of peer relationships (e.g., acquaintance, casual, close, intimate)?
- How do you know when you are ready, for example, to move from a casual friendship to a close friendship?
- What does it mean to be culturally competent?
- What are the characteristics and traits you look for in a friend?
- What characteristics and traits do you bring to a friendship?
- Why do friendships change over time?

Communication

- What communication skills can improve your relationship with peers?
- How can you advocate for yourself in a relationship?
- What standards are involved in communication with family, friends, coworkers, employers, and community members?
- What are some nonverbal skills that reinforce friendships?
- What steps are necessary to protect your privacy when sharing information about you or your friends over the Internet?

Leadership

- What leadership skills do you need to create respectful, healthy relationships?
- What is the relationship between personal responsibility and friendship?
- When is a friend's safety more important than maintaining confidentiality (e.g., abuse, threat of violence, eating disorders, depression, and suicidal thoughts)?
• How is a class like a family? What can you do to make the class setting more supportive for all members?

Management

• What family, school, and community resources are available if you experience trouble in a relationship?
• How do real-life friendships differ from cyber friendships?

FCCLA National Programs

Community Service: Lead
Community Service: Learn
Community Service: Serve
Families First: Families Today
Power of One: A Better You
STOP the Violence
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Chapter Service Project Display
Chapter Service Project Portfolio
Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 36

Describe the importance of belonging within society.

Definition
Description should include the importance of love and acceptance in human growth and development, as described in Maslow’s hierarchy of needs. It should also include the negative effects on human growth and development when these needs are not met over the period of the life cycle. Negative effects would include examples such as discrimination and bullying.

**Process/Skill Questions**

**Thinking**

- What personal skills are needed to build positive relationships with people of different ages, abilities, genders, and cultures?
- What unique challenges do families from different cultures face in the United States?
- What is the difference between tolerance and acceptance?
- What contributes to a person’s sense of belonging?
- How can you make someone feel welcome in a group?

**Communication**

- What are some ways you can research cultural awareness of other groups?
- How can you explore past events of intolerance to avoid recurrences in the present and future?
- How have changes in societal tolerance levels affected families?
- How can you discover an individual’s unique qualities beyond the first impression?

**Leadership**

- How can a leader be a role model for tolerance?
- What are the negative effects of using age, gender, and race as a deciding factor when selecting leaders?

**Management**

- How can you manage your personal biases and prejudices to benefit society?
- How can programs like FCCLA’s Stop the Violence improve tolerance in society?

**FCCLA National Programs**

**Community Service: Lead**

**Community Service: Learn**

**Community Service: Serve**

**Families First: Families Today**

**Families First: Meet the Challenge**

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

**Power of One: A Better You**
Task Number 37

Apply conflict-resolution strategies.

Definition

Application of strategies should demonstrate skill in calming tense situations and developing a resolution, using the REASON model.

Process/Skill Questions

Thinking

• Why is it important to manage conflict?
• What is the value of setting a conflict-resolution goal?
• What is an example of an action plan?

Communication

• What communication skills do you need to organize your action plan?
• How does communication affect the creation of conflict? The resolution of conflict?

Leadership

• What leadership techniques can help resolve conflicts?
• What leadership skills can help you weigh the short-term and long-term benefits of an alternative choice?

Management

• What are the steps in conflict mediation?
• What management techniques can help you evaluate alternative choices when problem-solving?
• What community resources are available to assist you with conflict resolution?

FCCLA National Programs

Families First: Families Today
Families First: Meet the Challenge
Families First: You-Me-Us
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)
Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 38

Demonstrate teamwork in the family, school, and community.

Definition

Demonstration should include

• describing goals and objectives
• identifying the roles and responsibilities of all team members
• implementing planned activities
• evaluating results.

**Process/Skill Questions**

**Thinking**

• What factors should be considered when developing teamwork strategies related to family? To the workplace? To school?
• What factors might influence you to decide that family or community needs are more important than your individual needs?

**Communication**

• How do good communication skills enhance teamwork?
• How does a lack of communication affect teamwork?

**Leadership**

• What leadership techniques can you use to solve problems?
• What actions can you take to motivate others to work together when problem-solving?
• How does failure to share the workload affect you in school, at home, and in the community?

**Management**

• How do you organize your group members to carry out an action plan?
• What management strategies help you evaluate outcomes?
• What standards should guide your behavior in the family, at work, and in the community?

**FCCLA National Programs**

**Community Service: Lead**

**Community Service: Learn**

**Community Service: Serve**

**Families First: Families Today**

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

**Power of One: A Better You**

**Power of One: Family Ties**

**Student Body: The Real You**

**Student Body: The Resilient You**
Strengthening Family Relationships

Task Number 39

Examine the roles of families in society.

Definition

Examination should

- explain that family units are societal models for sharing resources, respecting different viewpoints, and working with others
- describe various types of family units, including nontraditional roles of family members
- analyze the positive effects of family units on society (e.g., community building, volunteerism, workforce training).

Process/Skill Questions

Thinking

- What are the roles of a family?
- How do families positively affect society?
- Why should you be concerned about crises that families face?
• What happens when a family member is unable to meet the needs of the family unit?

**Communication**

• How do families affect their members? How do families affect their communities?
• What happens when a family is unable to deal with stress?
• What happens when communication breaks down within the family?

**Leadership**

• How can you practice behaviors that strengthen families?
• What can you do to strengthen family relationships?

**Management**

• Where can you go for help if your family is in trouble?
• How can society help families undergoing stress or crisis?
• How do activities such as FCCLA's Family First and Power of One strengthen family relationships?
• What influences how families spend time together?
• What are some activities that enrich family life?

**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**

**FCCLA: STAR Events (2019)**

Check the national [FCCLA portal](#).

**Focus on Children**

**Interpersonal Communications**

**National Programs in Action**

**Professional Presentation**
Task Number 40

Identify community services available to help families solve problems.

Definition

Identification should include advocating for oneself and using printed and online resources for locating health professionals, counselors, faith-based services, hospitals, rehabilitation centers, crisis centers, financial counselors, nutrition and wellness services, housing, and clothing.

Process/Skill Questions

Thinking

- What are the benefits of having community support services?
- How can families determine when they need outside support?
- What would happen if funding was not available to provide community resources that aid families?
- What kinds of challenges might a family face?
- What is human trafficking? How can it occur (e.g., social and digital media, trolling, catfishing, relationship manipulation)?

Communication

- What questions should you ask to determine whether a source of information is credible?
- What are the advantages and disadvantages of using the Internet to gather information?

Leadership

- What can you do to encourage family members to seek support when they need it?
- How can you help support community agencies providing resource services for families and individuals?
- How can you advocate for yourself and others to promote healthy relationships and recognize unhealthy relationships?

Management

- What resources are available to help analyze and manage family problems?
- What are the benefits of spending time solving a family problem?
- What can happen when families fail to get the help they need?

FCCLA National Programs

Community Service: Lead

Community Service: Learn
Community Service: Serve
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
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
Chapter Service Project Portfolio
Check the national FCCLA portal.

Focus on Children
Interpersonal Communications
National Programs in Action
Task Number 41

Demonstrate communication skills that contribute to positive family relationships.

Definition

Demonstration should reflect

- active listening skills
- “I” messages
- paraphrasing and feedback
- verbal and nonverbal skills
- written communication skills
- an awareness of diverse family cultures.

Process/Skill Questions

Thinking

- How does communication contribute to respectful, healthy relationships?
- What might be some similarities between the attitudes and values of parents and children?

Communication

- How can you communicate the importance of work life to family members and the importance of family life to coworkers and managers?
- How do paraphrasing and feedback skills mitigate gaps and misunderstandings in communication?
- What happens when trust does not exist between parents and children? Between siblings?
- Why is it appropriate for a parent to have access to their child’s online communication?
- How does sharing family history enrich family relationships?

Leadership

- How can the family and the school develop leadership skills in individuals?
- What leadership skills can you develop by assisting your family in planning events such as vacations and special events?

Management

- What steps can you take to consider an individual or family issue from others’ points of view?
- What are the benefits of family meetings?
- What are the results of using “I” vs. “you” messages?
- Why should families have an emergency-preparedness plan?
FCCLA National Programs

Families First: Families Today
Families First: Meet the Challenge
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
STOP the Violence

FCCLA: STAR Events (2019)
Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

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Analyzing Living Environments (Personal Environments)

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Task Number 42

Examine global concerns related to the community.

Definition

Examination should explore how issues such as technological advances, communicable diseases, personal hygiene and sanitation, climate change, and the carbon footprint affect the quality of life in communities across the planet.

Process/Skill Questions
Thinking

- How is climate change affecting communities?
- Why are vaccinations important for individuals and the community?
- How do personal hygiene and public sanitation prevent the spread of germs?
- What is meant by the carbon footprint?

Communication

- What are some methods of communicating responsible practices?
- Why does a community need a reliable method for communicating with citizens?
- How could you use Illustrated Talk and Applied Technology events to communicate global issues that affect communities?
- How can you express your views on global issues to community leaders and policymakers?
- How can you report sanitation concerns within your community?

Leadership

- What can communities do to offset job loss due to global technology changes?
- How can community leaders hold business and industry accountable for environmental protection?
- What are some ways you can promote and encourage others to maintain a sanitary environment?
- What are some of the government and private sector services that contribute to community health?

Management

- What is herd immunity? What are the possible results of not vaccinating individuals?
- What information would you need to report on an issue of global concern such as hunger, population control, or ecology?
- What are some reliable sources for this information?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Student Body: The Fit You

Student Body: The Healthy You
Task Number 43

Implement strategies to conserve natural resources in the school and community.

Definition

Implementation of strategies should include conservation, recycling, and waste-reduction activities that will benefit the family and community.

Process/Skill Questions

Thinking

- What can you do to reduce, reuse, and recycle in your community?
- Why has it become necessary in our society to embrace the concept of conserving natural resources?
- What are the community benefits to reducing waste, reusing materials, and recycling?

Communication

- What are some ways you can promote and encourage others to conserve natural resources?
- How can you influence local and state governments to pass conservation laws and regulations?

Leadership
• How can the FCCLA Chapter Service Project be implemented within the school or community to help conserve natural resources?
• What are some ways you can encourage your family to conserve natural resources?

Management

• Why is it important to reduce the use of and also reuse natural resources?
• How do the three Rs (reduce, reuse, recycle) benefit the family budget?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Families Today

Power of One: A Better You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

Public Policy Advocate

Repurpose and Redesign

Sustainability Challenge

Task Number 44

Develop a design project.

Definition

Development should include using the elements and principles of design to
• creating a project budget
• create a design for a space that meets specified criteria
• create a color scheme
• select appropriate materials (e.g., paint, wall coverings, flooring, fabrics)
• select and arrange furnishings, fixtures, and accessories.

Process/Skill Questions

Thinking

• Why is it important to determine the specific purpose of the space as a first step in the design process?
• What space planning is needed to ensure that the design will satisfy the specific purpose?
• What are common sources of furnishings and accessories?

Communication

• What information is needed to define the use of the space?
• How can one understand and apply information about color in an interior design project?
• What communication skills assist with the selection and arrangement of furniture, fixtures, and equipment?

Leadership

• How do interior design professionals design spaces for specific purposes?
• How can a professional be certain that a design meets the defined purpose(s) of the space?

Management

• How do professionals develop a design for a space that meets the purpose(s) of that space?
• How can professionals manage color in relation to the principles of color theory and their proper application in interior design?
• What management skills assist in selecting and arranging furnishings and accessories?

FCCLA National Programs

Financial Fitness: Spending
Power of One: A Better You
STOP the Violence

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Event Management
National Programs in Action
Professional Presentation

Enhancing Nutrition and Wellness

Task Number 45

Research the effects of food choices on long-term health.

Definition

Research should explore the effects of food choices on health, disease prevention, activity levels, and weight management.

Teacher resources: Centers for Disease Control and Prevention (CDC), U.S. Department of Agriculture (USDA), American Heart Association

Process/Skill Questions

Thinking

- What are the effects of poor food choices on long-term health?
- What are the effects of overeating or undereating?
- How do nutritional requirements relate to activity levels?

Communication

- What online resources are available to help you examine the effect of food choices on long-term health?
- How do healthy food choices relate to energy and overall wellbeing?

Leadership

- How can you share healthy nutritional practices with family members?
- How can you encourage fellow students to make healthy food choices?

Management

- How do you examine the short-term and long-term effects of food choices?
- How does the household budget and time affect food choices?

FCCLA National Programs
Task Number 46

Evaluate the importance of considering food allergies and special dietary needs when making food selections.

Definition

Evaluation should include

- describing types of food allergies, including the most common ones
- describing types of special dietary requirements
- cultural and religious practices
- describing the effects of food allergies on the individual.
Process/Skill Questions

Thinking

- What are the eight most common food allergies?
- How do cultural and religious practices affect food selection?
- What are some physical conditions that affect food choice?
- Should restaurants be required to offer accommodation for individuals with special needs? Why or why not?

Communication

- Why is it important to advocate for your dietary needs?
- Where can you find information for individuals with special dietary needs?

Leadership

- How can you demonstrate acceptance of an individual’s dietary differences?
- How does your school accommodate special dietary needs in the classroom and the cafeteria?

Management

- What food substitutions can be made available to meet the dietary requirements of individuals with physical, cultural, and religious restrictions?
- Why is it important to manage the introduction of new foods to young children?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

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

Student Body: The Healthy You
Task Number 47

Demonstrate the use of kitchen tools and equipment.

Definition

Demonstration should include

- cooking, preparation, and measurement terms
- selection of tools/equipment for specific tasks
- knife safety
- use of gas and electric appliances
- cleaning the workspace.

Process/Skill Questions

Thinking

- What are some common kitchen terms?
- Why are there different measuring tools?

Communication

- What are the factors to consider in using kitchen equipment?

Leadership

- What are the benefits of knowing the functions of kitchen tools?
- Who is responsible for ensuring the equipment is properly stored?
Management

- How should kitchen equipment be cared for and stored?

FCCLA National Programs

Families First: Families Today

Power of One: A Better You

Power of One: Family Ties

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Food Innovations

Professional Presentation

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Task Number 48

Demonstrate kitchen safety and sanitary food-handling practices.

Definition

Demonstration should reflect good hygiene, safe handling, serving, storage, and sanitation standards for food, including preventing cross-contamination. It should also include equipment maintenance, identifying kitchen safety hazards, using a fire extinguisher, and incorporating kitchen safety skills.

Process/Skill Questions

Thinking

- What can happen if safe food-handling practices are not followed?
- What are the risks involved in purchasing prepared foods?
- Why is it important to ensure that food-preparation tools meet sanitary standards?

Communication

- How can you demonstrate kitchen safety?
- How can you share kitchen safety and sanitation practices with your family?

Leadership
• What are your responsibilities as a food preparer?
• How can you make sure food-safety practices are followed by others?

Management

• What information do you need to help you follow safe food-handling practices?
• What should you do if you think someone has been careless with handling food that is to be consumed?
• What should you do if you observe unsafe kitchen practices?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Food Innovations

Professional Presentation

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Task Number 49

Prepare a nutritious meal.

Definition

Preparation should include

• deciding on a budget
• researching recipes
• deciding on a menu
• selecting ingredients
• analyzing nutritional quality on a food label
• making a shopping list
• creating a time/work schedule
• preparing the meal
• serving the meal
• cleaning up after the meal
• observing dining etiquette.

Teacher resources: MyPlate resources, Food Labels

Process/Skill Questions

Thinking

• What factors influence the meals planned for your family?
• What nutritional or other information is found on a food label?
• How do cooking techniques affect nutrition?
• Why is it important to read and follow the recipe?
• Why is it important to know measuring techniques, equipment and abbreviations?
• Why is it important to analyze the nutritional quality of your meal, based on USDA guidelines?

Communication

• How can you share nutritional information with your family?
• How can you share allergy information about the ingredients in your meal?

Leadership

• What is the cook’s responsibility when preparing nutritious food?
• How can you plan for all parts of the meal to be ready at the same time?

Management

• Why is meal planning necessary?
• How can you use the information found on nutrition labels when planning meals?
• How does preparing meals at home help you maximize your food budget?

FCCLA National Programs

Families First: Meet the Challenge

Power of One: A Better You

Power of One: Family Ties

Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Event Management
National Programs in Action

Nutrition and Wellness

Professional Presentation

Task Number 50

Analyze nutrients and their effects on the body.

Definition

Analysis should include

- the nutrient classes
- the benefits of nutrients on the body
- the different nutrient needs among individuals
- the different calorie requirements among individuals
- the effect of nutrient deficiency or toxicity.

Teacher resource: USDA Food Data Central

Process/Skill Questions

Thinking

- What is the difference between micronutrients and macronutrients?
- What determines individual nutrient needs?

Communication

- What online resources can help you calculate your individual nutritional needs?
- How can you identify misleading information on nutrition labels?
- How do you find reliable resources for nutrition information?

Leadership

- How can you plan healthy meals based on nutritional needs?
- How can you share nutritional principles with peers and family?

Management

- What are some ways you can ensure your nutritional needs are being met?
- How can you make healthy choices away from home?
FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Food Innovations

National Programs in Action

Nutrition and Wellness

Professional Presentation

Sports Nutrition

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**Task Number 51**

**Compare the cost and taste of made-from-scratch, convenience, and ready-made foods.**

**Definition**

Comparison should include an evaluation of food labels, food unit pricing, shelf life, ingredient list, nutritional value, organic vs. non-organic, and the effect of budget and time on food choices.

**Process/Skill Questions**

Thinking
• What is the difference between a homemade food, a convenience food, and a ready-made food?
• What is food-unit pricing?
• Why are levels of sodium higher in convenience and ready-made foods?
• Why would people choose convenience and ready-made foods?
• Why is it important to read food labels for convenience and ready-made foods?

Communication

• How can you determine the best value of a food item when using unit pricing?

Leadership

• How would you organize a food lab to compare the advantages and disadvantages of ready-made, convenience, and made-from-scratch foods?
• Why should you analyze preservatives and non-essential ingredients found in convenience and ready-made foods?

Management

• How can weekly planning help you to make better use of your resources?
• What criteria should be used to evaluate a meal prep delivery service?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)
Check the national FCCLA portal.

Food Innovations

Interpersonal Communications

National Programs in Action

Nutrition and Wellness

Professional Presentation

Task Number 52

Research nutritional benefits of fresh and local foods vs. convenience foods.

Definition

Research should include

- cost
- nutritional value
- local options
- school gardens
- local organizations and resources in the community (e.g., food banks, community-supported agriculture [CSA]
- farmers markets.

Process/Skill Questions

Thinking

- What are food deserts? How do they affect individuals and families?
- How is food insecurity addressed in local communities?
- How can one find nutritional information on fresh fruit?
- How does buying local help the local economy?

Communication

- How can you find local resources for local foods?

Leadership

- How can one find nutritional information on fresh fruit?
- How can we support our local farmers and economy?
Management

- How can we incorporate seasonal foods into our family menu?
- How does choosing local foods support the environment and sustainability?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Student Body: The Healthy You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Food Innovations

National Programs in Action

Nutrition and Wellness

Professional Presentation

Task Number 53
Research the effects of science and technology on food composition and safety, from production through consumption.

Definition

Research should explore preservation practices (e.g., irradiation, pasteurization, canning), genetically modified foods, transportation of food (i.e., carbon footprint), food storage practices, industrial farming, organic farming, locally sourced foods, and food origins.

Process/Skill Questions

Thinking

- What are genetically modified foods?
- How has the NASA space program influenced food products and food-preparation technologies?
- In what ways could genetically modified foods affect human growth and development?
- What are the principal differences between industrial and organic farming?

Communication

- What does the label “USDA Organic” signify and communicate?
- What is the government’s role in ensuring food safety and communicating quality assurance standards to consumers?

Leadership

- Why should industrialized nations assist developing nations with their food supplies?
- What effect does the worldwide distribution of food have on the environment?

Management

- How has science and technology influenced food production, food storage, and food preparation?
- What educational preparation is needed to pursue a career in food technology?

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Student Body: The Healthy You
FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Food Innovations

National Programs in Action

Nutrition and Wellness

Professional Presentation

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Task Number 54

Research lifespan wellness practices and related community resources.

Definition

Research of lifespan wellness practices should include

- physical activity guidelines
- dietary considerations
- eating habits
- using tobacco and nicotine products
- stress-management practices
- personal hygiene practices
- sleep
- benefits of regular medical and dental checkups
- mental health, including social and psychological well-being.

Description of related community resources include fitness centers, YMCAs, YWCAs, parks and recreation authorities, medical facilities, area agencies on aging (e.g., Meals on Wheels), and counseling services.

Process/Skill Questions

Thinking

- How do wellness practices change over the lifespan?
- What role do wellness practices have in longevity?

Communication

- What wellness resources are available in your community?
- How do regular checkups with healthcare professionals contribute to wellness?
• How do candid conversations with peers and family about personal health contribute to overall wellness?

Leadership

• What is the role of community programs in public health?
• How do personal health habits affect public health?
• Why should you take a proactive stance when communicating with health professionals?

Management

• How can you use community resources to help you develop a personal health plan?
• How can counselors provide you with assistance in managing wellness issues?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

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

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You
Task Number 55

Analyze the risks of personal choices throughout the lifespan. (Sensitive)

Definition

Analysis should include issues of peer pressure, social pressure, and personal pressure related to the use of tobacco, alcohol, illegal drugs, prescription and over-the-counter drugs, overeating and eating disorders, lack of integrity (e.g., stealing, lying, cheating), and abusive or harmful relationships.

*Note: It is important to set up ground rules before entering into discussion of sensitive topics.*

Process/Skill Questions

Thinking

- What are some examples of risky behavior?
- What are the health consequences of risky behaviors?
- How does media promote or discourage risky behaviors?

Communication

- How can engaging in risky behaviors negatively affect personal relationships?
- How can friends and/or family provide support in high-pressure situations?

Leadership
• How does modeling integrity demonstrate leadership skills?

Management

• How can you avoid situations that put you at risk?
• What community resources are available to assist individuals with behavioral changes?
• What strategies can you use to avoid peer pressure in risky behaviors?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

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

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Focus on Children

Interpersonal Communications

National Programs in Action
Maximizing Consumer and Family Resources

Task Number 56

Analyze the effects of career choice, education, and skills on income and goal attainment.

Definition

Analysis should include skill requirements, education and training, certifications, work-based learning experiences, and salary levels of various careers and how those match personal career goals.

Process/Skill Questions

Thinking

- How do training, certification, work based learning opportunities, and education influence level of income?
- What community resources are available to help you identify skills needed for success in your chosen career?
- What are measures of career success?
- How do job responsibilities affect your home life?

Communication

- How can your résumé communicate your skills and abilities?
- What communication skills do you need for success in your chosen career?

Leadership

- How do self-assessment tools (e.g., Kuder, Myers-Briggs) help you recognize potential career paths?
- How can being a mentor help you develop leadership skills?
- What are the benefits of setting short- and long-term goals?
• What are the benefits of work-focused programs that include internships and co-op opportunities?
• How does self-management relate to future career goals?
• How do the choices you make today affect your future opportunities?

FCCLA National Programs

Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
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

FCCLA: STAR Events (2019)

Career Investigation

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action
Task Number 57

Develop a savings and spending plan for personal financial management.

Definition

Development should include examination of earning power, savings goals, reviewing paychecks and taxes, and spending needs (e.g., food, clothing, shelter, health care, education, recreation, transportation, discretionary spending). Spending, savings, and investment plans should demonstrate personal financial management through the problem-solving model.

Process/Skill Questions

Thinking

- What information do you need to develop a financial plan that meets your personal needs?
- What community resources are available to help you with personal financial management?
- Why is it important to start saving early?
- What is the difference between saving at an early age vs. as an adult?
- What is the difference between net and gross pay on your paycheck?

Communication

- Why should family members discuss financial decisions?
- What resources are available to help family members improve financial literacy?

Leadership

- What factors might require you to adjust your spending and savings plans?
- Why should family leaders have a financial plan?

Management

- How does a family weigh needs vs. wants when creating savings and spending plans?
- Why is it important to have an emergency fund?

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)

Check the national FCCLA portal.

National Programs in Action

Professional Presentation

Task Number 58

Research the services offered by financial institutions.

Definition

Research should compare and contrast various financial institution offerings including ATMs, mobile banking, virtual banking, debit cards, identity-theft protection, fees, interest rates, incentives, and special promotions.

Process/Skill Questions

Thinking

- What are the differences between a bank and a credit union? What are the advantages and disadvantages of each?
- What is the difference between a debit card and a credit card? What are the advantages and disadvantages of each?
- What is the difference between a savings account and a checking account? What are the advantages and disadvantages of each?
- What is the current interest rate on a loan? On a savings account? Why are they different?

Communication

- What information can you obtain from an ATM?
- Why is it important to protect your personal identification number (PIN)?

Leadership

- Why is it important to evaluate services before choosing a financial institution?
- How can you demonstrate your understanding of financial services?
Management

- What is identity theft? What are the consequences if your identity is stolen?
- Why is it important to evaluate special promotions from financial institutions before accepting any offer?

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)

Check the national FCCLA portal.

National Programs in Action

Professional Presentation

Task Number 59

Demonstrate the ability to manage an account in a financial institution.

Definition

Demonstration should include

- understanding basic terms (e.g., deposit, withdrawal, credit, debit)
- reading a bank statement
- calculating interest
- balancing a checkbook.

Process/Skill Questions

Thinking
• What does it mean to reconcile an account? Why is reconciliation important to record keeping?
• How do you calculate interest on a financial account?
• What are the advantages of direct deposit?

Communication

• How do you interpret a bank statement?
• Why should you contact the financial institution when you detect a discrepancy in the account?

Leadership

• What are the consequences of writing a check without having sufficient funds?
• What personal qualities are needed to successfully manage a financial account?

Management

• How can devices assist with account management?
• How do you maintain a check register?

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)

Check the national FCCLA portal.

National Programs in Action

Professional Presentation

Task Number 60

Examine credit options.
Definition

Examination should explore credit ratings, service fees, alternative credit options, financial obligations, and the inherent risks of making only minimum payments on credit cards or becoming involved with predatory lending operations (e.g., car title loans, payday loans).

Process/Skill Questions

Thinking

• What is a credit report? How can you obtain a free copy annually?
• What is predatory lending? What are the risks involved?

Communication

• How do you determine whether a non-solicited credit offer is appropriate for your needs?
• How is your credit report used by employers, lenders, and landlords?

Leadership

• Why is it important to establish good credit?
• Why is it important to pay bills on time?

Management

• How do you build good credit?
• What community groups and entities offer assistance with debt management?
• What is the difference between a variable-rate and a fixed-rate loan?

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)

Check the national FCCLA portal.

National Programs in Action
Task Number 61

Explain consumer rights.

Definition

Explanation should include

- analyzing retailer return policies
- examining the effects of shoplifting on the community
- researching consumer liability in scams and frauds
- describing the effects of advertising and marketing
- evaluating the value of extended warranties
- evaluating online retailers
- interacting with sales associates and store managers
- researching consumer protection agencies (e.g., attorney general’s office, CFPB).

Process/Skill Questions

Thinking

- What is your responsibility for reporting consumer fraud and scams?
- How do consumer rights benefit the consumer?
- What is an extended warranty? When would it be beneficial?

Communication

- What methods can you use to address a complaint?
- How does advertising and marketing affect buying decisions?

Leadership

- What can you do to prevent a friend from shoplifting?
- How can you use the six consumer rights responsibly?

Management

- Why do you need to know a store’s return policies?
- Why is it important to safeguard warranty paperwork?

FCCLA National Programs

Families First: Families Today
Task Number 62

Explain consumer responsibilities.

Definition

Explanation should include

- being an informed consumer
- conducting product research
- using a product for its intended purpose
- addressing complaints about products
- purchasing products from legitimate retailers
- evaluating labels and advertising
- reading and following user manuals/directions
- complying with product recalls.

Process/Skill Questions

Thinking

- Why should you be aware of these responsibilities?
• What happens when you do not fulfill these responsibilities?

Communication

• Why is it important to interact respectfully with sales associates and store managers?
• What are the appropriate next steps if the sales associate does not resolve the problem?

Leadership

• What are the legal and ethical implications of returning a used, worn, or damaged item to the store?
• Who is affected by irresponsible consumer behavior?

Management

• What skills do you need to be able to fulfill these responsibilities?
• What community resources are available if you need to make a complaint?

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

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

Applying Textile, Fashion, and Apparel Concepts
Task Number 63

Describe a decision-making process when purchasing clothing.

Definition

Description should include

- examining the construction quality of garments
- analyzing the cost in relation to construction quality
- evaluating the cost of alterations
- reading care labels and evaluating the care needs of various fabrics
- analyzing how marketing influences garment choices
- evaluating the influence of designer and name brands on purchasing decisions
- identifying alternative shopping choices.

Process/Skill Questions

Thinking

- What factors influence your decisions to buy clothing?
- What information is found on a care label?
- When might you make your own clothing?
- How do peers influence your clothing choices?

Communication

- How do care labels influence your purchasing decision?
- How do advertising and the media influence your choice of clothing?

Leadership

- How do you decide what to do with clothing you no longer wear?
- How do you determine the clothing that is best suited for you and your lifestyle?

Management

- Other than money, what resources do you use when purchasing clothing?
- Which is more important, quality or price? Why?

FCCLA National Programs

Families First: Families Today

Financial Fitness: Earning
Task Number 64

Demonstrate basic construction skills.

Definition

Demonstration should include

- pattern making
- fitting techniques
- cutting
- hand and machine sewing
- computerized operations
- providing a makerspace area for students to collaborate and create products using a variety of maker equipment (e.g., 3D printers, sewing machines).

Demonstration should also incorporate elements and principles of design.

Process/Skill Questions

Thinking

- What are the desired outcomes in producing apparel?
- How are construction and alteration similar? How are they different?
Communication

• Why is it important to listen carefully to the customer before undertaking an alteration job?
• What communication skills are essential during apparel construction?

Leadership

• What criteria should be established for producing apparel?
• To what extent might the garment producer offer suggestions to the garment construction customer?

Management

• What planning is needed before garment construction can begin?
• What steps are taken to establish skill standards for producing apparel?

FCCLA National Programs

Families First: Families Today

Power of One: A Better You

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Professional Presentation

Task Number 65

Produce a storyboard using apparel and textile design technology.

Definition

Production may include technology such as computer-integrated manufacturing (CIM)—computer-aided design (CAD) / computer-aided manufacturing (CAM)—and/or computerized robotics.

Process/Skill Questions

Thinking

• How important is technological knowledge and skill in apparel and textile design?
• How has commercial drawing/design software evolved over time?

Communication
• How is technology useful for communicating with clients? With potential clients? With vendors? With manufacturers?
• How is technology useful in keeping pace with recent developments in fashion and fashion design?

Leadership

• What decision-making skills might come into play when using technology in apparel and textile design?
• What are the pros and cons of using technology in apparel and textile design?

Management

• What training and resources are needed to improve technology skills for fashion design?
• What procedures should be followed when implementing technology in a fashion design business?
• What could be the consequences of ignoring recent technological innovations/improvements?
• How can the use of current technological innovations/improvements strengthen textile design?

FCCLA National Programs

Career Connection: My Skills

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

National Programs in Action

Professional Presentation

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Task Number 66

Repurpose textile products and apparel.

Definition

Repurposing should include altering, repairing, reconditioning, consignment, donation or recycling.

Process/Skill Questions

Thinking

• Why would you repurpose textile products and apparel?
• What are the benefits of repurposing?
• What industries, other than apparel, repurpose textile products?

Communication
• In what ways can you inform your peers about the benefits of repurposing?
• How can you locate alteration professionals in your community?
• How can you locate consignment shops in your area?
• Where can you locate resources for repurposing textile products?

Leadership
• How can you use repurposed textiles and apparel to express your personal style?
• How can you use repurposed textiles and apparel for purposes other than apparel?
• How does shopping in alternative clothing stores demonstrate leadership?
• How can you demonstrate leadership through a school-based project to meet a community need?

Management
• How does the use of repurposed textiles and apparel benefit the environment?
• What are the financial benefits of repurposing textiles and apparel?
• What are the benefits of altering a clothing item to enhance fit?

FCCLA National Programs
Career Connection: My Skills
Families First: Families Today
Financial Fitness: Saving
Power of One: A Better You

FCCLA: STAR Events (2019)
Check the national FCCLA portal.

Professional Presentation
Repurpose and Redesign

Applying Education and Early Childhood Concepts
Task Number 67

Analyze the stages of early childhood development.

Definition

Analysis should include typical development stages (e.g., physical, social, emotional, intellectual).

Process/Skill Questions

Thinking

- What are the childhood development stages?
- What are the different theories of childhood development?
- What is the value and purpose of play to young children?
- How do you decide which type of play is developmentally appropriate for certain children in certain situations?
- How can early intervention affect development?

Communication

- How can you share your knowledge of child-development stages with your parents and siblings?
- How can you stimulate a child's educational growth?

Leadership

- How could you educate parents of children in a community daycare center regarding the stages of child development?
- How could you educate parents about the child resources available in the community?
- How can you bring about awareness of child welfare agencies?
- When should you notify your supervisor of developmental delays detected in a child?

Management

- How will you use your knowledge of child-development stages in your personal life?
- What factors can have a negative effect on a child’s physical, social, emotional, and intellectual development?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge
Task Number 68

Demonstrate childcare skills.

Definition

Demonstration may include

- identifying care-giving responsibilities
- describing the care needs of children at different ages and developmental stages
- caring for a baby using an infant simulator.

Process/Skill Questions

Thinking

- What are the primary responsibilities of a babysitter?
- What are the differences between a babysitter and a childcare provider?

Communication

- How do children communicate their needs?
- What nonverbal methods can you use to communicate with a child?

Leadership
- What positive or negative behaviors or skills do you exhibit that a young child may copy?
- What responsibilities are involved in caring for a baby or a young child?

Management

- How can you demonstrate your skills as a potential caregiver?
- Why is it important to follow positive parental procedures and routines when supervising a child?

FCCLA National Programs

Career Connection: My Skills

Families First: Families Today

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Check the national FCCLA portal.

Focus on Children

National Programs in Action

Professional Presentation

Teach and Train

Task Number 69

Explore childcare training and employment opportunities.

Definition

Exploration should include training requirements such as

- CTE technical centers that offer Early Childhood, Education, and Services
- postsecondary training programs
- certified childcare programs.

Exploration should also include employment opportunities such as
• day care provider
• babysitter
• counselor
• teacher
• health services professional
• social services professional
• recreation specialist.

Process/Skill Questions

Thinking

• What training opportunities are available in your community?
• Why is advanced training important for your career?
• Why is dependability an essential skill in childcare?

Communication

• How can you use online career resources to determine training requirements and job descriptions?
• How can you find childcare provider jobs?
• How can you safely market your childcare provider skills?
• Why is networking important?

Leadership

• How does childcare provide leadership skills applicable to future life experiences?
• How can you demonstrate leadership when working with young children or childcare management?

Management

• Would you consider a career in working with children? Why or why not?
• How do you determine the fair market value for childcare services?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge
Managing Career, Community, and Family Connections

Task Number 70

Research Family and Consumer Sciences career clusters.

Definition

Research should include a visual presentation on a Family and Consumer Sciences (FCS) career, or an overview of FCS occupations and related employment opportunities. Many websites offer career exploration resources,

**Process/Skill Questions**

**Thinking**

- What are the Family and Consumer Science-related career clusters?
- Why should you compare career goals with required education and training?
- What is the job outlook for Family and Consumer Science educators?

**Communication**

- How could technology help in career exploration?
- What technologies are used in various FCS careers?

**Leadership**

- What are the benefits of establishing a tentative career goal?
- What happens if you change your mind about your career goals?
- What are the benefits of obtaining industry certification?

**Management**

- What type of lifestyle do you expect to afford based on your career choice?
- How can you prepare for careers of the future?
- How do you prepare to become a FCS educator?

**FCCLA National Programs**

- Career Connection: My Career
- Career Connection: My Life
- Career Connection: My Path
- Career Connection: My Skills
- Families First: Families Today
- Power of One: A Better You
- Power of One: Family Ties
- Power of One: Working on Working

**FCCLA: STAR Events (2019)**
Career Investigation

Check the national FCCLA portal.

Interpersonal Communications

National Programs in Action

Professional Presentation

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Task Number 71

Explore entrepreneurship as a career choice.

Definition

Exploration should include

- characteristics of entrepreneurs
- risks and opportunities in the entrepreneurial field
- a business plan
- financial requirements and budgeting for business startups (e.g., crowdfunding, grants, loans, personal funds)
- business sites (e.g., commercial, home-based, online)
- elevator speeches.

Process/Skill Questions

Thinking

- What training do you need to run your own business?
- What are the risks and rewards of entrepreneurship?

Communication

- What community resources are available for small-business owners? How would you access those community resources?
- Who is a successful entrepreneur in your community? Why?
- How could you communicate your business vision to others?

Leadership

- What personal traits and characteristics do entrepreneurs need?
- Who are some successful entrepreneurs of this century?

Management
• How will you identify, obtain, and manage the financial resources needed for your business?
• How will you determine whether a need exists for your business idea?
• What factors would affect your decision to offer a brick-and-mortar or online business?
• What are the elements of a business plan?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Families First: Families Today

Families First: Parent Practice

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)

Career Investigation

Check the national FCCLA portal.

Entrepreneurship

National Programs in Action

Professional Presentation

Task Number 72
Develop an individual plan of study for a Family and Consumer Sciences career pathway.

Definition

Development should include planning for secondary and postsecondary education, consulting school counselors and examining print and online materials, including high school and college course catalogs and websites.

Teacher resources: Academic and Career Plans, Academic and Career Plans of Study

Process/Skill Questions

Thinking

- What is the value of a high school diploma?
- How important is education beyond high school?
- Which postsecondary institutions offer Family and Consumer Sciences programs in Virginia?
- What is a portfolio? How does a portfolio contribute to career advancement?

Communication

- How do you decide which credential or certification to obtain?
- Where would you look to identify in-demand careers and careers with worker shortages?

Leadership

- How can you improve your performance as a student?
- Would you be satisfied with a job that did not require a high school diploma? Why or why not?
- What are the rewards and benefits of becoming a Family and Consumer Sciences teacher?
- How do you qualify for scholarships available in the Family and Consumer Sciences field?

Management

- What information do you need to make decisions about course selection in high school? In college?
- How do you organize a portfolio?
- What steps are involved in completing a college application?

FCCLA National Programs

Career Connection: My Career

Career Connection: My Life

Career Connection: My Path

Career Connection: My Skills

Families First: Families Today
Task Number 73

Describe how volunteerism develops and sustains community resources.

Definition

Description should include

- work-based learning experiences (e.g., service learning)
- a listing of volunteer roles available in the community
- how volunteerism helps communities
- how individual, family, and community costs are reduced by volunteer services
- a listing of personal benefits to be gained from volunteer activities (e.g., personal growth, professional references, future employment opportunities).

Process/Skill Questions

Thinking

- What are some volunteer programs that provide community assistance?
- How will you benefit from volunteering in your community?
- Why is dependability an important quality in a volunteer?

Communication

- How can communities use technology to communicate with citizens and organize volunteers?
- How can you publicize a volunteer project to involve others?
Leadership

- What responsibilities are associated with volunteering?
- How do leaders prioritize community needs?
- How does volunteer work improve your leadership skills?
- How can you organize a volunteer program?
- How would you find volunteer opportunities in your school?

Management

- What resources do you need to volunteer for community service?
- What attributes are needed to sustain community resources needed for community volunteerism?

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Meet the Challenge

Power of One: A Better You

Power of One: Speak Out for FCCLA

Power of One: Take the Lead

FCCLA: STAR Events (2019)

Chapter Service Project Display

Chapter Service Project Portfolio

Check the national FCCLA portal.

Focus on Children

Interpersonal Communications

National Programs in Action

Professional Presentation
Developing Leadership Skills

Task Number 74

Use the FCCLA planning process in course activities.

Definition

Use of the planning process includes identifying the problem, listing options, examining values, analyzing options, selecting an option, and evaluating the results. The FCCLA Planning Process is a basic tool to be used with class, individual, and chapter projects. Information on competitive events can be found online.

Process/Skill Questions

Thinking

• What are your choices for national and STAR Event participation?
• What are some elements of the planning process?

Communication

• How can you publicize FCCLA activities in your school and community?
• Why are good communication skills essential for success in a FCCLA activity?

Leadership

• How does leadership in FCCLA enhance self-esteem?
• How does FCCLA involvement improve employability?

Management

• What resources do you need to put your plan into action?
• How can you evaluate your planning process?

FCCLA National Programs

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)

Check the national FCCLA portal.

National Programs in Action

Professional Presentation

Task Number 75

Complete a national FCCLA program project and/or a state-level competitive event.

Definition

Completion of a National FCCLA program project and/or a state-level competitive event should include

- **national projects** (e.g., Career Connection, FACTS, Financial Fitness, Power of One, Community Service, Families First, Student Body, STOP the Violence)
- available **state-level competitive events** and the registration process involved.

Process/Skill Questions

Thinking

- What are the benefits of completing a National FCCLA program or state-level competitive event?
- What is the first step in getting started?

Communication

- What resources are available regarding FCCLA program projects at the state and national level?
- How do FCCLA programs enhance Family and Consumer Science courses?

Leadership

- How can you encourage your peers to become involved in FCCLA?
- How can you promote FCCLA within your school and community?

Management

- What resources are available to you to complete your project?
- How can you use your resources to complete the project?
FCCLA National Programs
Career Connection: My Career
Career Connection: My Life
Career Connection: My Path
Career Connection: My Skills
Community Service: Lead
Community Service: Learn
Community Service: Serve
FACTS: People
FACTS: Roads
FACTS: Vehicles
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)
Career Investigation
Chapter Service Project Display
Chapter Service Project Portfolio
Chapter in Review Display
Chapter in Review Portfolio
Check the national FCCLA portal.

Culinary Arts
Entrepreneurship
Event Management
Focus on Children
Food Innovations
Interpersonal Communications
National Programs in Action
Nutrition and Wellness
Parliamentary Procedure
Professional Presentation
Promote and Publicize FCCLA!
Public Policy Advocate
Repurpose and Redesign
**Sports Nutrition**

**Sustainability Challenge**

**Teach and Train**

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### SOL Correlation by Task

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<th>Subject Areas</th>
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<td>32</td>
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<td>8.4, 8.6</td>
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<td>33</td>
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<td>Describe differing social norms across cultures.</td>
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<tr>
<td>39</td>
<td>Examine the roles of families in society.</td>
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<td>41</td>
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<td>42</td>
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<td>History and Social Science: GOVT.16, VUS.14, WG.16, WG.17, WHII.14</td>
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<tr>
<td>43</td>
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<td>Develop a design project.</td>
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<td>48</td>
<td>Demonstrate kitchen safety and sanitary food-handling practices.</td>
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<tr>
<td>49</td>
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<td></td>
<td>Mathematics: 8.4</td>
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<td>50</td>
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<td>English: 8.6, 8.9</td>
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<tr>
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<td>Compare the cost and taste of made-from-scratch, convenience, and ready-made foods.</td>
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<tr>
<td>52</td>
<td>Research nutritional benefits of fresh and local foods vs. convenience foods.</td>
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<tr>
<td>53</td>
<td>Research the effects of science and technology on food composition and safety, from production through consumption.</td>
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<td>54</td>
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<td>56</td>
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<td>57</td>
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<td>62</td>
<td>Explain consumer responsibilities.</td>
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<td>63</td>
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Teacher Resources

Websites

Enhancing Nutrition and Wellness

- U.S. Department of Agriculture. [www.choosemyplate.gov](http://www.choosemyplate.gov) Presents USDA food groups and nutritional guidelines
- Fight Bac! [www.fightbac.org](http://www.fightbac.org). Contains free materials on food-borne illness and food safety
- Center for Science in the Public Interest. [www.cspinet.org/nah/index.htm](http://www.cspinet.org/nah/index.htm). Offers some free links to the monthly Nutrition Action Healthletter
- Virginia Department of Health. [www.vdh.state.va.us/EnvironmentalHealth/FOOD/FoodSafety/index.htm](http://www.vdh.state.va.us/EnvironmentalHealth/FOOD/FoodSafety/index.htm) Food safety resources.
- Shape Up America. [www.shapeup.org](http://www.shapeup.org). Offers information on healthy weight for life
- U.S. Department of Agriculture Portion Distortion. [www.choosemyplate.gov/supertracker-tools/portion-distortion.html](http://www.choosemyplate.gov/supertracker-tools/portion-distortion.html) See if your students know how today's portions compare to the portions available 20 years ago.
- U.S. Food and Drug Administration. [www.fda.gov/Food/ResourcesForYou/Consumers/default.htm](http://www.fda.gov/Food/ResourcesForYou/Consumers/default.htm) Provides information on food safety, nutrition, and consumer education
- Pearson Funbrain: Don't Gross Out the World. [www.funbrain.com/brain/JustForFunBrain/Games/Game.html?GameName=DontGrossOutTheWorld](http://www.funbrain.com/brain/JustForFunBrain/Games/Game.html?GameName=DontGrossOutTheWorld) An online game to test students' knowledge of etiquette.

Maximizing Consumer and Family Resources

- Myers-Briggs like test. [www.humanmetrics.com/cgi-win/JTypes2.asp](http://www.humanmetrics.com/cgi-win/JTypes2.asp)
- The Mint. [www.themint.org/index.html](http://www.themint.org/index.html) Tools to help parents and educators manage money wisely and explore their earning potential; includes lessons for students in grades 6-12.
- California CareerZone. [www.cacareerzone.org](http://www.cacareerzone.org) Self-assessments for students, exploration of career clusters, and a useful budgeting tool that can be adapted to Virginia's cost of living by selecting like localities from the California list of cities.
• EverFi Vault. www.everfi.com/vault
• Hands-on Banking. www.handsonbanking.org/en/
• MoneySKILL. www.moneyskill.org

Applying Textile, Fashion, and Apparel Concepts


Managing Career, Community, and Family Connections

• Virginia Education Wizard. https://www.vawizard.org/vccs/Main.action Career exploration, career assessment and a college cost calculator are among the resources here.
• EverFi Venture. www.everfi.com/venture

Developing Leadership Skills

• FCCLA Lesson Plans and Activities: www.fcclainc.org/content/lesson-plans-and-activities
• FCCLA Star Events: www.fcclainc.org/content/star-events
• Virginia FCCLA: www2.mecc.edu/fccla/
• National FCCLA: www.fcclainc.org
• FCCLA Store (publications): www.co-store.com/fccla
  o The Handbook to Ultimate Leadership
  o The Ultimate Officer Handbook and Training Manual
  o The Complete Guide to Service Learning
  o The Student Leadership Challenge

Other Resources

• CTE Resource Center. Provides links to the task lists and curriculum frameworks for all FACS courses in Virginia
• National Clearinghouse on Families and Youth. Presents information on helping youth become responsible citizens
• National Cyber Security Alliance. www.staysafeonline.org. Provides links related to online security
Textbooks and Audiovisuals

[Items with an asterisk (*) are available on loan from the CTE Resource Center lending library. See online catalog at http://library.cteresource.org. Contact library@cteresource.org or 804-673-3778 to borrow.]

- **Teen Life! 5th Edition (grade level 6-8)**. Tinley Park, Ill.: Goodheart-Willcox
- **Learning ZoneXpress**. www.learningzonexpress.com. Produces teaching resources on life skills topics including nutrition, child development, family living, character education, wellness, and career and financial management.
- **Learning Seed**. www.learningseed.com/default.aspx. A commercial online catalog that includes FACS-related audiovisual resources for the classroom.

Video Resources

**Character Works: The Case for Character**
Grades 7-12
LINX Educational

Character traits identify a person’s values and behavior. Traits included are attitude, respect, trustworthiness, responsibility, honesty, and courage. Real teens tell how they have learned these traits and how the traits have helped them build character. Experts discuss the importance of character and illustrate ways to develop good character traits.

**Child Development Basics**
Grades 6-8
Learning Zone Express

When a group of young teenagers thinks about starting a babysitting group, they head to a child-care center to learn the basics of child development. An expert at the child-care center talks about physical, intellectual, and social growth as they vary from ages infant through kindergarten. Students will learn many things about child development as they see firsthand the differences and growth in children from birth through kindergarten.

**Got a Notion to Sew?**
Grades 6-8
Learning Zone Express

Get students ready to sew! Includes safety in the sewing lab, notions for sewing, hand-sewing basics, and the
sewing machine. Also features new sewing projects: pillowcase, fleece hats and mittens, tote bag, name pennants, pillows, and other easy projects from Haan Crafts and To-Sew.

*Kitchen Fundamentals*
Grades 6-12
[Learning Zone Express](#)

Getting off to a good start in the kitchen will help students feel confident and excited about cooking. Join professional chef Jonathan Locke as he presents *Kitchen Fundamentals*. In Part 1: Common Tools and Terms, Locke explains various knives and their uses, common tools, the oven, stovetop, and microwave. Part 2: Cooking Techniques and Terms details the different types of cooking and the tools that are used.

*Kitchen Math: Measuring*
Grades 6-12
[Learning Zone Express](#)

Professional chef Jonathan Locke explains and demonstrates measuring tools and techniques in the kitchen. Easy-to-follow guidelines for measuring ingredients, time, and temperature are presented in this informational video.

*Making Good Choices: Keys to Good Decisions*
Grades 5-9
[Human Relations Media](#)

This program introduces students to the four hallmarks of good decision-making: “does it agree with what I know inside is right,” “what might happen as a result,” "might it hurt future goals,” and “will it hurt me or another person.” Through real-life scenarios, viewers see middle school students in the throes of difficult decisions with serious consequences.

*Spoiled Rotten Food Safety*
Grade 6-adult
[Learning Zone Express](#)

Two teen “investigators” happen on the scene of a terrible food-safety crime and must discover what went wrong to make the victims so ill. Presented in a fast-paced, informative, teen-friendly format, this DVD on food safety highlights the basics of food-borne illness and how to handle food properly.
Appendix: Credentials and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)

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<th>Career Cluster: Human Services</th>
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