GRADS: Work Focus

8213/36 weeks

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Acknowledgments

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Course Description

Suggested Grade Level: 9 or 10 or 11 or 12

Pregnant and parenting adolescents enrolled in the Graduation, Reality, and Dual-role Skills Program (GRADS) with a work focus will complete graduation requirements and concentrate on using effective communication skills, maintaining healthy relationships, demonstrating developmentally appropriate childcare skills, and managing interpersonal and family relationships. Students examine the legal rights of parents and guardians, as well as how workplace factors affect families. Emphasis is placed on applying employability skills and operating an early childhood learning environment.

Task Essentials Table

- Tasks/competencies designated by plus icons (➕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (〇) are optional
- Tasks/competencies designated by minus icons (➖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

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<td>39 ✱</td>
<td>Analyze the meaning of work and the meaning of family.</td>
</tr>
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<td>40 ✱</td>
<td>Compare how families affect work life and how work life affects families.</td>
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<td>41 ✱</td>
<td>Identify strategies for balancing work and family roles.</td>
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<td><strong>Creating and Maintaining Healthy Relationships</strong></td>
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<td>43 ✱</td>
<td>Describe characteristics of healthy and unhealthy relationships.</td>
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<td>44 ✱</td>
<td>Develop ways to interact with people of different ages, abilities, gender, and cultures.</td>
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<td>Model conflict-resolution alternatives.</td>
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<td>Identify ways to manage physical space to maintain a developmentally appropriate learning environment.</td>
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</table>
Examine growth and developmental needs of preschool children.

Implement developmentally appropriate learning experiences for all children.

Explain state health and safety regulations and emergency procedures for an early learning environment.

Describe signs of child abuse and neglect.

Explain requirements for reporting suspected child abuse and neglect in an early care and learning environment setting.

Describe the procedures included in a daily child health check.

Identify procedures that prevent childhood illnesses and communicable diseases.

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 (i.e., structures)
- assessing characteristics of healthy families
- examining the evolution of the workforce and current job trends
- 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 the effectiveness of work and family structures?
- How are the roles and responsibilities of employees and family members alike, and how are they different?

Communication

- How can the workplace be respectful of the individual and of families?
- How can one communicate to others the value of balancing work and family responsibilities?
• How can family members communicate their values and choices regarding work at different stages of the family life cycle?

Leadership

• How can the family and the employer develop leadership skills in individuals?
• How can leadership skills be integrated into the family and the workplace?
• What leadership skills are needed to balance work and family responsibilities?

Management

• How can we develop a life plan that balances work and family?
• How can an individual's management skills be integrated into the family? Into the workplace?

FCCLA National Programs and Competitive Events

Career Connection

• My Skills
• My Life
• My Career
• My Plan

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

Competitive Event--STAR Events

• Career Investigation
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

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

Task Number 40
Compare how families affect work life and how work life affects families.

Definition

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

- advantages and disadvantages of having a dual-earner family
- products and services designed or improved in the last five years that relate to the balancing of work and family lives
- predicting changes in the ways that work and family roles will be managed in the future.

Process/Skill Questions

Thinking

- What effects do workplace trends and technology advances have on families?
- What are the workplace effects when employees undergo family stress and/or change?
- How do changes in the workplace affect family life?

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?
- How can one learn to discuss emotional issues in a calm way?

Leadership

- What leadership techniques are needed to cope with workplace change?
- How can the family and the employer develop leadership skills in individuals?
- What leadership techniques are needed to direct or redirect the effects of family on work and work on family?

Management

- What resources can help analyze and manage the ways 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?
- How are boundaries useful in family and work settings?

FCCLA National Programs and Competitive Events

Career Connection

- My Skills
- My Life
- My Career
- My Plan

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
 Task Number 41

Identify strategies for balancing work and family roles.

Definition
Identification should include

- managing use of time (e.g., overextension, long work hours, social commitments)
- prioritizing family and work responsibilities
- seeking ways to handle stress
- attending to health and safety issues
- practicing conflict resolution among family and work values
- advocating for shared responsibilities
- acknowledging the stages of the family and career life cycle
- considering the benefits of a breastfeeding-friendly workplace.

Process/Skill Questions
Thinking

- What is the relationship between the family's circumstances and work productivity?
- Why is it important as an individual, family, and business to balance work and family roles?
- 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?

Communication

- When is it appropriate for an employee to communicate personal/family problems to an employer?
- What communication skills are needed when developing strategies for balancing work and family roles?
- How can effective communication with family help reduce stress at home and at work?
Leadership

• What leadership techniques can be used to address and resolve conflicts between work and family roles?
• What skills can help family members become leaders?
• What criteria should be used to assess the effectiveness of efforts to balance work and family roles?
• What is the relationship of community activities and responsibilities to work and family roles?

Management

• Which management skills are beneficial when setting priorities at work and at home?
• What management skills are needed to deal with issues as the family life cycle changes?
• How are those management strategies learned?

FCCLA National Programs and Competitive Events

Career Connection

• My Skills
• My Life
• My Career
• My Plan

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

STAND Up

• Assess
• Educate
• Advocate

Student Body

• The Healthy You
• The Fit You
• The Real You
• The Resilient You

Competitive Event--STAR Events

• Focus on Children
• National Programs in Action
• Professional Presentation
• Check the national website for on line events
• Check the website for Skill Events
National Standards for Family and Consumer Sciences Education

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

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

Task Number 42

Apply problem-solving processes to individual, family, and work problems.

Definition

Application should include

- identifying and clarifying individual, family, and work issues
- identifying resources for individual, family, and work problem-solving
- creating alternative choices when problem-solving
- evaluating potential consequences of alternative choices
- using standards to make decisions
- implementing decisions
- revising solution if necessary.

Process/Skill Questions

Thinking

- What factors influence attitudes toward problem-solving?
- What are the benefits of considering multiple solutions to a problem?
- How can problem-solving skills be beneficial to an individual, a family, or the workplace?

Communication

- How can communication technology assist with problem-solving?
- What communication skills are helpful in solving problems?
- How can poor communication lead to problems at home and at work?

Leadership

- How can leaders ensure that the problem has been accurately put in context?
- What leadership techniques can be used to set a goal for solving the problem?
- How can leaders motivate others to problem-solve?

Management

- What management techniques are helpful in evaluating choices for problem solving?
- How are problem-solving skills taught in the family, and in the workplace?
- How can problem-solving experiences/opportunities be integrated into daily life?

FCCLA National Programs and Competitive Events

Career Connection

- My Skills
Creating and Maintaining Healthy Relationships

Task Number 43

Describe characteristics of healthy and unhealthy relationships.

Definition

Description should identify

- how communication skills contribute to positive relationships
- standards that guide behavior in interpersonal relationships
- skills needed for teamwork and leadership
- how to reduce stress in relationships
- individual needs and personality traits and their effect on relationships and career advancement
- how to develop social, professional, and community ties
- characteristics of unhealthy relationships
  - red flags for unhealthy and abusive relationships
the importance of consent
boundary-setting
methods of ending relationships

negotiation and conflict resolution.

Process/Skill Questions

Thinking

- What are some characteristics of healthy relationships? Of unhealthy relationships?
- What are signs that a relationship is caring, respectful, and responsible?
- What role does trust play in relationships?

Communication

- What is the role of communication in forming and maintaining caring, respectful, and responsible relationships?
- How can communication be used to relate to others in positive and caring ways?
- What are the benefits of open and ongoing communication in a relationship?

Leadership

- How does cooperation help build caring, respectful, and responsible relationships?
- What strategies may be effective in building caring, respectful, and responsible relationships?
- What leadership characteristics help strengthen relationships?

Management

- What personal and environmental factors contribute to caring, respectful, and responsible relationships?
- What are the benefits of having caring, respectful, and responsible relationships?
- What are the consequences of not having caring, respectful, and responsible relationships?

FCCLA National Programs and Competitive Events

Community Service

- Learn
- Serve
- Lead

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA
STAND Up

- Assess
- Educate
- Advocate

Student Body

- The Healthy You
- The Fit You
- The Real You
- The Resilient You

Competitive Event--STAR Events

- Focus on Children
- Food Innovations
- Interpersonal Communications
- Leadership
- National Programs in Action
- Professional Presentation
- Check the national website for on line events
- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.

Task Number 44

Develop ways to interact with people of different ages, abilities, gender, and cultures.

Definition

Development should include techniques, skills, and strategies needed for verbal and nonverbal communication, effective listening and feedback, and overcoming barriers with people of different ages, abilities, gender, and cultures.

Process/Skill Questions

Thinking

- How might personal characteristics and needs affect relationships with people of different ages, abilities, gender, and cultures?
- What factors may enhance or limit a person's ability to relate to other people with different characteristics?
- What are the benefits of interacting with different types of people?

Communication

- How can communication contribute to an understanding of the perspectives, characteristics, and needs of people of different ages, abilities, genders, and cultures?
- What are some of the consequences when assumptions are made about people based on their age, appearance, gender, or ethnic/cultural background?
- What types of information should be considered before forming opinions about a person based on age, ability, gender, and culture?
Leadership

- What personal skills are needed to develop positive relationships with people of different ages, abilities, genders, and cultures?
- How might cultural traditions influence relationships?
- Why is it crucial to consider others' perspectives when exercising leadership?

Management

- What steps can be taken to create caring, respectful, and healthy relationships with people of different ages, abilities, genders, and cultures?
- What ethical standards guide relationships with people of different ages, abilities, genders, and cultures?
- What can people learn about themselves by examining their relationships with people of different ages, abilities, gender, and cultures?

FCCLA National Programs and Competitive Events

Career Connection

- My Skills
- My Life
- My Career
- My Plan

Community Service

- Learn
- Serve
- Lead

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

STAND Up

- Assess
- Educate
- Advocate

Student Body

- The Healthy You
- The Fit You
- The Real You
- The Resilient You

Competitive Event--STAR Events
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Check the national website for online events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

Task Number 45

Model conflict-resolution alternatives.

Definition

Modeling should include

• examining the conflict in terms of causes, values, and viewpoints of all parties involved
• distinguishing the real conflict from the symptoms
• brainstorming all alternatives (e.g., mediation)
• selecting the most desirable alternative
• revising resolution strategies, as necessary.

Process/Skill Questions

Thinking

• What cues indicate a need for conflict-resolution alternatives?
• When resolving a conflict, why is it important to set a goal for the resolution process?
• What distinguishes real conflict from the symptoms?

Communication

• How can resolution alternatives be presented in a non-confrontational manner?
• How can alternatives be expressed objectively? Persuasively?
• What role does communication play in conflict resolution?

Leadership

• How can leaders encourage conflict-resolution alternatives?
• What skills can be used to lead the conflict-resolution process?
• What conflict-resolution strategies can leaders use when dealing with friends? With family members? At work?
• How can leaders prevent the escalation of conflict?

Management

• What strategies may be applied to prevent conflict?
• What is the value of using various methods of conflict resolution?

FCCLA National Programs and Competitive Events

Career Connection
National Standards for Family and Consumer Sciences Education

13.4 Evaluate effective conflict prevention and management techniques.

Task Number 46

Identify factors related to cultural awareness.

Definition

Identification should include differences in

- backgrounds
- experiences
- habits
• ways of thinking
• attitudes
• priorities
• interests.

Process/Skill Questions

Thinking
• How do you define cultural awareness?
• What are some examples of cultural awareness?
• How is your culture a part of how you see yourself?

Communication
• How does your culture affect your work environment?
• How do you practice cultural awareness in the work environment?
• How does your work provide you with opportunities to promote cultural awareness?

Leadership
• How might cultural traditions influence relationships?
• Why is it important to understand cultural influences when exercising leadership?
• What personal skills are needed to develop positive relationships with people of different cultures?

Management
• What steps can be taken to create respectful relationships with people of all cultures?
• What ethical standards guide relationships with people of different cultures?
• What can people learn about themselves by examining their relationship with people of different cultures?

FCCLA National Programs and Competitive Events

Community Service
• Learn
• Serve
• Lead

Families First
• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One
• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

STAND Up
• Assess
• Educate
• Advocate

**Competitive Event--STAR Events**

• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Nutrition and Wellness
• Professional Presentation
• Check the national website for online events
• Check the website for Skill Events

**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.

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**Examining Careers**

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**Task Number 47**

**Definition**

**Summarize work needs and values.**

Summary should include

• reasons people work
• needs of employers and employees
• factors that affect one’s work ethic
• skills and ethics valued by employers
• evaluation of hourly versus salaried positions
• benefits of lifelong learning.

**Process/Skill Questions**

**Thinking**

• What are some examples of personal satisfaction that can be gained from work?
• How do you define yourself in the workplace?
• In what ways is your choice of work a part of how you see yourself?
• In what ways is your career choice driven by your values?

**Communication**

• What communication skills help you interact effectively with others at work?
• How can work teach cooperation?
• How does work provide you with opportunities to develop communication skills?

**Leadership**

• How does work experience help define your values as a leader?
• How can employers help employees with conflict resolution in the workplace?

**Management**
• What are some of the benefits of employment?
• What are your needs as an employee?
• How can you help meet your employer's needs?

**FCCLA National Programs and Competitive Events**

**Career Connection**
- My Skills
- My Life
- My Career
- My Plan

**Families First**
- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

**Financial Fitness**
- Earning
- Spending
- Saving
- Protecting

**Power of One**
- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

**Competitive Event--STAR Events**
- Career Investigation
- Interpersonal Communications
- Job Interview
- National Programs in Action
- Professional Presentation
- Check the national website for on line events
- Check the website for Skill Events

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

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

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**Task Number 48**

Examine equitable roles, rights, and responsibilities in the workplace.
Definition

Examination should include

- existing legislation that ensures workplace equity
- discrimination issues
- harassment issues
- workplace violence
- stereotyping
- basic benefits provided under the Family and Medical Leave Act
- employee rights and responsibilities
- employer rights and responsibilities
- resources available to help address equity rights.

Process/Skill Questions

Thinking

- What are some examples of workplace discrimination?
- What rights are protected by the Equal Pay Act?
- Why do stereotypes exist in the workplace?
- What is the purpose of the FMLA? To whom does it apply?
- What are the three types of leave permitted under FMLA?

Communication

- When and to whom should concerns about workplace equity be communicated?
- How can employees advocate for an equitable workplace?

Leadership

- Why should you be concerned about equity, discrimination, harassment, and stereotyping?
- What would happen if people chose to do nothing about these issues?
- What can you do about these issues when you are confronted with them?
- What are some resources that address equity rights and responsibilities?

Management

- Why should you research a company's equity policies before accepting a job?
- Who is responsible for an equitable workplace?
- Why should a company be concerned with worker rights?
- What are the basic benefits that employers subject to the FMLA law must provide to employees?

FCCLA National Programs and Competitive Events

Career Connection

- My Skills
- My Life
- My Career
- My Plan

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice
Power of One

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

STAND Up

- Assess
- Educate
- Advocate

Competitive Event--STAR Events

- Career Investigation
- Interpersonal Communications
- Job Interview
- National Programs in Action
- Professional Presentation
- Public Policy Advocate
- Check the national website for on line events
- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

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

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

Task Number 49

Assess career interests and skills.

Definition

Assessment should include

- identifying personal interests and skills
- identifying career interests and options
- acquiring information/assistance using career assessment resources/agencies.

Process/Skill Questions

Thinking

- What steps can you take to assess your career interests?
- What are the benefits of assessing career interests and skills while in high school?
- How can your career choice affect your family?
- How does your personality type or learning style relate to your career interest?

Communication

- What communication skills do you need for job entry and advancement?
- How can you use the Internet to explore careers?
• How can school counselors and teachers assist with career assessment?

Leadership

• How can you identify your skill sets?
• What steps can you take to align your skills with a chosen career?
• How can you gain experience in a career field while in high school?

Management

• How can you use practical problem-solving to select a career path?
• How can career assessment resources/agencies help you identify your career interests and options?
• What are the benefits of work-based learning experiences?

FCCLA National Programs and Competitive Events

Career Connection

• My Skills
• My Life
• My Career
• My Plan

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

Competitive Event--STAR Events

• Career Investigation
• Interpersonal Communications
• Job Interview
• National Programs in Action
• Professional Presentation
• Check the national website for on line events
• Check the website for Skill Events

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.

Task Number 50

Investigate career options.

Definition

Investigation should include

• career clusters relevant to individual needs, interests, and abilities
• hands-on experiences relevant to selected career pathways
• research of traditional and nontraditional career options
• advantages and disadvantages of working in a traditional career
• advantages and disadvantages of working in a nontraditional career.

Process/Skill Questions
Thinking
• How has your personal environment influenced your perspectives on career options?
• What are the differences between a job, an occupation, and a career?

Communication
• What types of information about traditional and nontraditional careers can you find in the Occupational Outlook Handbook?
• What information can you obtain by talking to people in selected jobs/careers?

Leadership
• How can you arrange to shadow or intern in a selected job?
• Who can help you set up a job shadowing or internship?
• How can pursuing a nontraditional career build leadership skills?

Management
• What steps will you need to take to interview people in selected traditional and nontraditional jobs/careers?
• How can you match career clusters to your own needs, interests, and abilities?
• How can a career center help you investigate traditional and nontraditional career options?

FCCLA National Programs and Competitive Events

Career Connection
• My Skills
• My Life
• My Career
• My Plan

Power of One
• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

Competitive Event--STAR Events
• Career Investigation
• Interpersonal Communications
• Job Interview
• National Programs in Action
• Professional Presentation
• Check the national website for on line events
• Check the website for Skill Events
National Standards for Family and Consumer Sciences Education

1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.

Task Number 51

Update individual career plan.

Definition
Update should include

- setting short- and long-term goals
- evaluating assumptions and dreams
- assessing age, experience, education, skill, and training requirements
- identifying and clarifying family responsibilities, work needs, values, skills, and interests
- using career-planning resources
- investigating career choices and trends in chosen field
- identifying a professional mentor.

Process/Skill Questions
Thinking
- How do favorite classes and hobbies give an indication of your interests?
- Why do you think people do not always reach career goals?

Communication
- What types of information can you gather by interviewing people in a selected career?
- What should your career plan communicate about your skills and experience?

Leadership
- How do personal values help shape career choices?
- Why is a person more likely to succeed in a job that matches his/her personal values?
- How can you demonstrate initiative in career planning?

Management
- What resources are available to help you analyze your needs, values, skills, and interests in order to plan your career?
- What are the long-term benefits of having a career plan?
- Why should you regularly update a career plan?

FCCLA National Programs and Competitive Events

Career Connection
- My Skills
- My Life
- My Career
- My Plan

Families First
Task Number 52

Describe the desired characteristics of professionals and paraprofessionals who work with young children.

Definition

Description should include

- enjoyment of children
- patience
- positive attitude
- sense of humor
- creativity
- honesty
- high moral values
- kindness
- initiative
- professional appearance
- dependability
- responsibility
- commitment to program goals and improvements.

Process/Skill Questions

Thinking

- What personal factors should be considered when working with young children?
• What criteria should be used to evaluate the characteristics and skills of childcare professionals?

Communication
• What communication skills are essential in relating to children? Parents? Community? Colleagues?
• Why is confidentiality vital in the field of early childhood education?
• How can nonverbal communication be used effectively when working with young children?

Leadership
• How can continuous evaluation and improvement of personal interests, abilities, and skills lead to career success?
• What leadership skills are needed for employability in early care and learning environment centers?
• How can you develop leadership skills on the job?

Management
• What factors may affect career goals and choices in this field?
• Why is dependability a key attribute in this field?
• How can an employee demonstrate initiative on the job?

FCCLA National Programs and Competitive Events

Career Connection
• My Skills
• My Life
• My Career
• My Plan

Power of One
• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

Competitive Event--STAR Events
• Career Investigation
• Focus on Children
• Interpersonal Communications
• Job Interview
• National Programs in Action
• Professional Presentation
• Teach and Train
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education
4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.

4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

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**Task Number 53**

**Examine education and training requirements and opportunities in early childhood education and services.**

**Definition**

Examination should include

- describing selected career paths in early childhood education and related fields
- outlining the education, training, and legal requirements (e.g., Child Protective Services and state police background checks) for entry into each career
- identifying ways to obtain the education or training required
- explaining ways to gain experience in the field.

**Process/Skill Questions**

**Thinking**

- What levels of education and training are required for various careers in early childhood education and services?
- What opportunities for the necessary education and training are available now?
- What opportunities are expected to be available in the future?
- What are the benefits of national certification in this field?

**Communication**

- What resources can you use to gain access to training requirements and opportunities?
- What questions should you ask to evaluate education and training opportunities?
- What are some alternative ways to obtain education and training in early childhood education and services?

**Leadership**

- What leadership qualities are needed to take advantage of education and training opportunities?
- How can you balance education and training with family responsibilities?

**Management**

- What personal factors affect choices of education and training opportunities?
- What resources are available to assist in obtaining the education and training needed for career success?

**FCCLA National Programs and Competitive Events**

**Career Connection**

- My Skills
• My Life
• My Career
• My Plan

Power of One
• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

Competitive Event--STAR Events
• Career Investigation
• Early Childhood Education
• Focus on Children
• Interpersonal Communications
• Job Interview
• National Programs in Action
• Professional Presentation
• Promote and Publicize FCCLA!
• Teach and Train
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

Applying Employability Skills

Task Number 54

Perform a job search plan.

Definition

Performance should include

• completing a career assessment
• deciding on job-search methods
• identifying job leads
• identifying and obtaining permission to use references
• determining which job leads to pursue (e.g., researching the company or organization)
• identifying salary options and benefits packages.

Process/Skill Questions

Thinking

• How much time can you expect to spend on an organized job search?
• What challenges may arise when searching for jobs?
• What resources can assist you with your job search?
Communication

- Which job search methods would you be most likely to use?
- How could you use your social networks and connections to aid your job search?
- How do companies and organizations announce job openings?

Leadership

- What criteria can you use to compare and analyze the benefits of a job?
- Why is it important to evaluate job benefits (e.g., salary, health insurance, and retirement)?
- How can research prepare you for an interview?

Management

- How do you organize job leads?
- Why is it important to consider the specific qualities the employer seeks? How will this information help you decide which job leads to pursue?
- What are some ways that a company might recruit new employees?

FCCLA National Programs and Competitive Events

Career Connection

- My Skills
- My Life
- My Career
- My Plan

Power of One

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

Competitive Event--STAR Events

- Career Investigation
- Interpersonal Communications
- Job Interview
- National Programs in Action
- Professional Presentation
- Check the national website for on line events
- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

1.2.2 Demonstrate job seeking and job keeping skills.

4.1.5 Create an employment portfolio to communicate education and early childhood knowledge and skills.

Task Number 55

Apply communication skills to employment search.
Definition
Application should include

- making a telephone, email, or video conference contact
- developing a network of contacts
- preparing an elevator speech
- preparing a résumé
- completing a job-application form
- informing references of job-search status
- writing a cover letter and a thank-you letter.

Process/Skill Questions
Thinking

- How can you determine which jobs and careers are most in demand?
- Why is making a good first impression important when seeking employment?
- What information should your résumé convey to potential employers?

Communication

- What resources provide reliable information about job trends in your field of interest?
- What information should you include in a cover letter?
- What points should you emphasize in a thank-you letter?

Leadership

- How does your attitude and outlook help you find employment?
- What are transferable job skills?
- How can skills developed in one job be helpful in obtaining a different job?

Management

- What steps can you take to improve your communication skills?
- Why should you tell others in your network that you are seeking employment?

FCCLA National Programs and Competitive Events

Career Connection

- My Skills
- My Life
- My Career
- My Plan

Power of One

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

Competitive Event--STAR Events

- Career Investigation
- Interpersonal Communications
- Job Interview
- National Programs in Action
- Professional Presentation
Check the national website for online events
Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

1.2.2 Demonstrate job seeking and job keeping skills.

Task Number 56

Model the steps of the interview process.

Definition

Modeling should include:

- appropriate grooming and appearance
- effective verbal and nonverbal communication
- video conferencing skills
- professional demeanor
- appropriate responses to illegal questions
- evaluation of interview.

Process/Skill Questions

Thinking

- What should you wear to an interview?
- Why is an employee's appearance at work important to employers?
- What materials should you take to an interview?

Communication

- What resources can you use to research a company prior to the interview? Why is this important?
- What communication techniques can you use to show interest and enthusiasm?
- What questions are illegal for the interviewer to ask? How should you respond?
- Why are your verbal and nonverbal cues important in an interview?

Leadership

- What does it tell a potential employer about you if you ask questions during the interview?
- How can you demonstrate professionalism in an interview?

Management

- What are the dos and don'ts of a job interview?
- What can you learn by reviewing and evaluating an interview after it is completed?
- What is the purpose of sending a thank-you note after an interview?

FCCLA National Programs and Competitive Events

Career Connection

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- My Life
• My Career
• My Plan

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**Competitive Event--STAR Events**
• Career Investigation
• Interpersonal Communications
• Job Interview
• National Programs in Action
• Professional Presentation
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**National Standards for Family and Consumer Sciences Education**

1.2.2 Demonstrate job seeking and job keeping skills.

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**Examining Workplace Factors for Families**

**Task Number 57**

**Define wage garnishment.**

**Definition**

Definition should include

• reasons for wage garnishment
• process for wage garnishment
• implication for employee
• responsibility of employer
• identification of government oversight agencies.

**Process/Skill Questions**

**Thinking**

• Who are the winners and losers in the garnishment process?
• What is the maximum percentage of an employee's income that may be garnished?

**Communication**

• How can communication help avoid the garnishment process?
• What is the parent communicating to the child in the garnishment process?
• What information will the courts need to initiate the garnishment process?

**Leadership**
• Who should initiate the garnishment process?
• What is the role of the courts in the garnishment process?
• What is the role of the employer in the garnishment process?

Management

• What state and federal agencies oversee the wage garnishment process?
• What are some consequences to consider if wages are garnished?
• What are the limitations of wage garnishment?

FCCLA National Programs and Competitive Events

Career Connection

• My Skills
• My Life
• My Career
• My Plan

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

• A Better You
• Family Ties
• Working on Working
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STAND Up

• Assess
• Educate
• Advocate

Competitive Event--STAR Events

• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Public Policy Advocate
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Task Number 58

Explain the potential effects of pregnancy complications while on the job.

Definition
Explanation should include
• extended absence options due to medical conditions
• loss of position or seniority
• loss of income
• legal implications of family and medical leave
• rights of pregnant women under the Americans with Disabilities Act
• employee responsibility for insurance costs.

Process/Skill Questions
Thinking

• What are some examples of pregnancy complications that would affect a woman's ability to do her job?
• What is the employer's responsibility to accommodate employees with pregnancy complications?

Communication

• Why should a woman who is experiencing a complicated pregnancy communicate with peers and managers in the workplace?
• What information does a woman need about workplace risks when she is pregnant?
• What resources are available to assist employers and employees dealing with pregnancy complications in the workplace?

Leadership

• What strategies can a workplace implement when an employee has a complicated pregnancy?
• What message does an employer send when it makes workplace accommodations for employees with pregnancy complications?
• How can those workplace accommodations improve cooperation and teamwork?

Management

• What are the possible outcomes if the workplace fails to make accommodations for an employee with pregnancy complications?
• What costs might an employer experience when making workplace accommodations?

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• My Plan

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**Competitive Event--STAR Events**

• Professional Presentation
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• Check the website for Skill Events

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**Task Number 59**

**Examine insurance costs for families.**

**Definition**

Examination should include

• types of insurance (e.g., health, dental, vision, life, and disability) available to workers and dependents
• costs (e.g., premiums, copays, deductibles).

**Process/Skill Questions**

**Thinking**

• What types of insurance are typically available to employees and their dependents?
• What costs can you expect to pay for insurance through your employer?
• How do those costs compare with insurance obtained independently?
• What copayments can you expect to pay for medical service and prescription drugs?
• What is a deductible?

**Communication**

• How is information about insurance options shared with employees?
• Why should employees carefully compare insurance options?
• What types of information must employees provide to obtain insurance for themselves and their dependents?

**Leadership**

• What criteria should you use to assess insurance options for a family?
• How can personal responsibility keep insurance costs from increasing for a company?

**Management**

• How can you develop a plan for meeting family insurance needs?
• What strategies can help you reduce your insurance costs?
• What are the risks of not having insurance?

**FCCLA National Programs and Competitive Events**

**Financial Fitness**

• Earning
• Spending
• Saving
• Protecting
Power of One

- A Better You
- Family Ties
- Working on Working
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- Speak out for FCCLA

Competitive Event--STAR Events

- Interpersonal Communications
- National Programs in Action
- Professional Presentation
- Check the national website for online events
- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

2.6.3 Apply management principles to decisions about insurance for individuals and families.

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Task Number 60

Research breastfeeding trends in the workplace.

Definition
Research should include

- workplace policies
- privacy issues in the workplace related to breastfeeding
- laws
- social mores.

Process/Skill Questions

Thinking

- What laws exist related to breastfeeding?
- What responsibility does an employer have to employees who are breastfeeding?
- What health benefits does breastfeeding provide the child?

Communication

- How can advocates promote the value of breastfeeding to companies and organizations?
- What resources can be used to educate others on breastfeeding benefits?

Leadership

- How can acceptance from coworkers lead to greater flexibility for breastfeeding in the workplace?
- Why do breastfeeding advocacy groups exist?

Management

- What factors determine a new mother's decision to breastfeed?
- What strategies does a mother need to implement so that she can continue breastfeeding after returning to work?
- What should employers consider when setting workplace policies on breastfeeding?
FCCLA National Programs and Competitive Events

Career Connection
- My Skills
- My Life
- My Career
- My Plan

Families First
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- Meet the Challenge
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- Parent Practice

Power of One
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- Family Ties
- Working on Working
- Take the Lead
- Speak out for FCCLA

STAND Up
- Assess
- Educate
- Advocate

Competitive Event--STAR Events
- Interpersonal Communications
- National Programs in Action
- Professional Presentation
- Public Policy Advocate
- Check the national website for on line events
- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.2 Evaluate parenting practices that maximize human growth and development.

Task Number 61

Identify workplace safety hazards for pregnant employees.

Definition
Identification should include
- chemical substances (e.g., lead and mercury exposure)
- physical hazards (e.g., lifting, repetitive motion)
- psychological/physiological factors (e.g., stress)

Process/Skill Questions
Thinking
• What are some examples of physical activities that pregnant employees should avoid?
• What effects might stressful situations have on pregnant employees?
• What hazards may be present in a workplace that can increase risks for a woman during pregnancy?

Communication

• How does a pregnant employee communicate her preference not to engage in a strenuous or stressful activity at her workplace?
• Why should a company identify workplace chemicals and other hazards that pose a risk for pregnant employees?
• How can communicating with a physician help identify specific workplace risks for pregnant employees?

Leadership

• Why should women advocate for their own workplace safety during pregnancy?
• What are some strategies a pregnant employee can use to demonstrate her ability to contribute to a task or project in ways that do not pose a hazard to her health?
• How can a pregnant employee be a role model for others?

Management

• What management skills can help employees deal with stressful situations during pregnancy?
• What resources are available to help analyze workplace safety hazards for pregnant employees?
• What are the consequences of failing to provide a safe workplace for pregnant employees?

FCCLA National Programs and Competitive Events

Career Connection

• My Skills
• My Life
• My Career
• My Plan

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

STAND Up

• Assess
• Educate
• Advocate

Competitive Event--STAR Events

• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Public Policy Advocate
Exercising Legal Rights of Parents and Guardians

Task Number 62

Research paternity rights and responsibilities.

Definition
Research should include

- a legal definition of paternity
- methods for establishing paternity
- benefits to the child
- legal rights of fathers.

Process/Skill Questions

Thinking

- How is paternity established?
- What are the reasons for establishing paternity?
- What are some of the concerns surrounding paternity testing?

Communication

- Why might a mother not want to acknowledge the father of her child?
- Why might a father not want to acknowledge a child?
- What communication skills are needed when paternity is in question?

Leadership

- What steps can society take to get more men to acknowledge paternity?
- How does establishing paternity benefit the child? The family? Society?

Management

- What are the consequences of not establishing paternity?
- What are the consequences of signing a Declaration of Paternity without having a paternity test done?
- What steps can a father take to demonstrate responsibility for a child?

FCCLA National Programs and Competitive Events

Families First

- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

- Check the national website for online events
- Check the website for Skill Events
Task Number 63

Describe parental rights and responsibilities.

Definition
Description should include

- legal rights of parents
- legal responsibilities of parents (e.g., providing food, clothing, safety, medical care, shelter)
- factors that constitute child abuse and neglect
- factors that constitute an unfit parent
- rights of grandparents in the context of custody, visitation, and grandparenting time
- influence of cultural and religious practices and possible legal ramifications.

Process/Skill Questions

Thinking

- What are some examples of parental responsibilities?
- What happens when parents fail to provide the basics for their child?
- What government agencies may intervene when parents fail to care for a child?

Communication

- What steps can parents take to improve their communication with children?
- What role does listening play in caring for children?

Leadership
• What role can grandparents play in the lives of their grandchildren?
• How can an inexperienced parent become a better parent?
• How can parental cooperation lead to better care for children?

Management

• Why does child abuse/neglect still occur in today's society?
• How can the effect of abuse/neglect on a child, family, or society be reduced and eliminated?
• How might the laws against child abuse and neglect be strengthened?

FCCLA National Programs and Competitive Events

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

STAND Up

• Assess
• Educate
• Advocate

Competitive Event--STAR Events

• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Public Policy Advocate
• Check the national website for online events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

15.3.3 Analyze current laws and policies related to parenting.

Task Number 64

Identify community resources for young parents.

Definition
Identification should include
childcare referral agencies
parenting classes
social service outreach programs
legal aid services
community- and faith-based services
county health department WIC (Women, Infants, and Children)
Virginia Cooperative Extension Service Family and Consumer Sciences agents and paraprofessionals (e.g., Expanded Food and Nutrition Education Program [EFNEP], Supplemental Nutrition Assistance Program Education [SNAP-ED])
Head Start and Early Head Start
Child Find (for children with developmental delays)
Temporary Assistance for Needy Families (TANF).

Process/Skill Questions
Thinking
- What types of community resources are available to young parents?
- How are these resources funded?

Communication
- How do young parents access these resources if they lack transportation?
- What type of information must be provided when applying for community services?
- How can a community effectively promote its resources to young parents?

Leadership
- What are the benefits of taking time to research community resources?
- What strategies can young parents use to equitably divide parental tasks?
- How can setting goals motivate young parents?

Management
- How long can a community resource typically be used?
- What is fraud?
- How can community resources help you strengthen your parenting skills?

FCCLA National Programs and Competitive Events

Community Service
- Learn
- Serve
- Lead

Families First
- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One
- A Better You
- Family Ties
- Working on Working
- Take the Lead
• Speak out for FCCLA

**STAND Up**

• Assess
• Educate
• Advocate

**Competitive Event—STAR Events**

• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Public Policy Advocate
• Check the national website for on line events
• Check the website for Skill Events

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

15.3.1 Analyze community resources and services available to families.
15.3.2 Analyze community resources that provide opportunities related to parenting.

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**Training Professionals in Early Learning Environments**

**Task Number 65**

**Identify locally available learning environments.**

**Definition**
Identification should include

• regulated
• unregulated
• center-based
• faith-based
• home-based
• subsidy programs.

**Process/Skill Questions**

**Thinking**

• Why is it important to know the differences between types of early childhood learning environments?
• How would one discover what early childhood learning environments are locally available?
• What are some strengths and weaknesses of the different types of early childhood learning environments?
• Why are childcare services in such high demand?
• What are the differences between regulated and unregulated centers? How does this affect the quality of care for children?
What options do working parents have if they do not want to consider paid childcare services?

Communication

• What are the criteria for choosing an early childhood learning environment?
• What are some specific questions to ask an early childhood learning provider?
• Where do individuals acquire beliefs and attitudes about non-parental childcare?

Leadership

• Who should make the final decision as to which early learning environment a child should attend?
• Why is important to look into the history or background of an early learning provider?
• What types of childcare are most frequently used?
• How is the use of childcare similar to or different from the use of childcare 25 years ago? What factors have influenced these trends?
• What are the consequences of quality childcare options for parents, children, and society?

Management

• What information do parents need to select a childcare provider? What information does a care provider need to know about a child and his or her parents in order to accept the child?
• What factors determine the age and ability of a child who may be left at home alone after school? What do parents need to believe and do in order to be satisfied with this arrangement?

FCCLA National Programs and Competitive Events

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
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Competitive Event--STAR Events

• Career Investigation
• Focus on Children
• Professional Presentation
• Check the national website for online events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education
15.2.5 Apply criteria for selecting care and services for children and youth.

Task Number 66

Identify ways to manage physical space to maintain a developmentally appropriate learning environment.

Definition
Identification should include

- results of research into the needs of children regarding safe, ergonomically and developmentally appropriate space, room arrangements, and equipment
- regulations concerning safety and prevention of illness and injury.

Process/Skill Questions
Thinking

- How do parents rank the importance of specific criteria (e.g., physical space, curriculum, cost, convenience)?
- What is the relationship between a safe, healthy learning environment and a successful childcare operation? What are professional, state, and local standards for a safe, healthy learning environment?

Communication

- What criteria should be used to decide how to provide a safe, healthy learning environment?
- What message does a cluttered, unclean facility send to parents and the public?

Leadership

- What skills do leaders need to manage physical space and to maintain a safe, healthy learning environment?
- What are potential consequences of failure to maintain a safe, healthy learning environment?
- How can early care and learning environment centers aid young parents?

Management

- What resources are needed to meet the standards for physical space management?
- What steps can be taken to arrange or rearrange space to meet the standards?
- How can staff be involved in space planning?

FCCLA National Programs and Competitive Events

Families First
- Families Today
- You Me Us
- Meet the Challenge
- Balancing Family & Career
- Parent Practice

Power of One
- A Better You
Family Ties
Working on Working
Take the Lead
Speak out for FCCLA

**Competitive Event—STAR Events**
- Career Investigation
- Entrepreneurship
- Event Management
- Focus on Children
- National Programs in Action
- Professional Presentation
- Public Policy Advocate
- Check the national website for on line events
- Check the website for Skill Events

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

4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.

4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners’ safety.

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**Task Number 67**

**Examine growth and developmental needs of children from birth to one year of age.**

**Definition**
Examination should include

- the stage of “being” and the acquisition of trust
- the stage of “doing,” exploration, learning, and feeling unconditional love from parents
- characteristics of physical, social, emotional, cognitive, language, and moral development.

**Process/Skill Questions**

**Thinking**

- How can an established sense of trust allow the 6–12-month-old to explore with confidence and safety?
- How can you demonstrate unconditional love?

**Communication**

- In what ways can the adolescent parent communicate to the newborn that he/she is loved and willingly cared for?
- How can providing sensitive, consistent responses to the baby’s physical and emotional needs create a level of trust for the newborn?

**Leadership**

- How can feeding time provide an excellent opportunity to stimulate development?
• How do a newborn’s reflexes help him or her respond to the new environment outside the mother’s womb?
• How does a secure environment help a child grow through stranger and separation anxiety?

Management

• How does a daily schedule of providing physical care for the infant provide opportunities to stimulate the infant cognitively, socially, morally, and emotionally?
• How can a mother use a newborn’s rooting reflex to help him/her get started on a feeding?
• How can a parent stimulate the development of a three-month-old to a year-old child?

FCCLA National Programs and Competitive Events

Families First

• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One

• A Better You
• Family Ties
• Working on Working
• Take the Lead
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Competitive Event--STAR Events

• Focus on Children
• National Programs in Action
• Professional Presentation
• Check the national website for on line events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

4.5.5 Analyze learner’s developmental progress and summarize developmental issues and concerns.

Task Number 68

Examine growth and developmental needs of children from one to three years of age.

Definition
Examination should include characteristics of physical, social, emotional, cognitive, language, and moral development.

Process/Skill Questions
Thinking
• How can an established sense of trust allow the one-to-three year old to explore with confidence and safety?
• What might the consequences be if a toddler developed a sense that he/she were loved only when he/she achieved?

Communication

• In what ways can the adolescent parent communicate to the toddler that he/she is loved and willingly cared for?
• How can providing sensitive, consistent responses to the toddler's physical and emotional needs create a level of trust for the toddler?

Leadership

• How can mealtime provide an excellent opportunity to encourage development?
• How does playtime help him or her respond to a new environment?
• How does a secure environment help a child grow through stranger and separation anxiety?

Management

• How does a daily schedule of providing physical care for the toddler provide opportunities to stimulate the toddler cognitively, socially, morally, and emotionally?
• How can a parent stimulate development of a toddler?

FCCLA National Programs and Competitive Events

Families First
• Families Today
• You Me Us
• Meet the Challenge
• Balancing Family & Career
• Parent Practice

Power of One
• A Better You
• Family Ties
• Working on Working
• Take the Lead
• Speak out for FCCLA

Competitive Event--STAR Events
• Focus on Children
• Interpersonal Communications
• National Programs in Action
• Professional Presentation
• Teach and Train
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• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

4.5.5 Analyze learner’s developmental progress and summarize developmental issues and concerns.
Task Number 69
Examine growth and developmental needs of preschool children.

Definition
Examination should include characteristics of physical, social, emotional, cognitive, and moral development.

Process/Skill Questions
Thinking
- How can an established sense of trust allow the preschooler to explore with confidence and safety?
- What might the consequences be if a preschooler developed a sense that he/she were loved only when he/she achieved?

Communication
- In what ways can the adolescent parent communicate to the preschooler that he/she is loved and willingly cared for?
- How can providing sensitive, consistent responses to the preschooler's physical and emotional needs create a level of trust for the preschooler?

Leadership
- How can mealtime provide an excellent opportunity to encourage development?
- How does playtime help him or her respond to a new environment?
- How does a secure environment help a child grow through stranger and separation anxiety?

Management
- How does a daily schedule of providing physical care for the preschooler provide opportunities to stimulate the preschooler cognitively, socially, morally, and emotionally?
- How can a parent stimulate development of a preschooler?

FCCLA National Programs and Competitive Events

Families First
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Competitive Event--STAR Events
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• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

4.5.5 Analyze learner’s developmental progress and summarize developmental issues and concerns.

Task Number 70

Implement developmentally appropriate learning experiences for all children.

Definition
Implementation should include

• identifying the program goals
• selecting resources and strategies to stimulate optimum growth and development of each child
• evaluating each child’s response to developmental stimulation
• identifying strategies to encourage parent involvement
• determining the effect of cultural awareness on developmentally appropriate learning experiences
• exploring various curricula (e.g., Creative Curriculum, Montessori, High Scope).

Process/Skill Questions

Thinking

• What does developmentally appropriate practices mean?
• Why are developmentally appropriate practices important for children? How do appropriate learning experiences influence a child’s development?

Communication

• How are the recommended age ranges for toys determined?
• What marketing tactics are used to sell toys to children?
• What role does listening play in assessing a child’s developmental stage?

Leadership

• How can you develop skills and knowledge in selecting developmentally appropriate activities?
• How can you educate parents to purchase developmentally appropriate toys?

Management

• What evaluation criteria would be used to determine activity appropriateness for child with special needs?
• What common household items may be used as toys for learning and discovery?
• What strategies can a parent employ to reduce overall costs of providing age-appropriate toys and learning experiences?
FCCLA National Programs and Competitive Events

Career Connection
- My Skills
- My Life
- My Career
- My Plan

Power of One
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Competitive Event--STAR Events
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National Standards for Family and Consumer Sciences Education

4.2 Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.

4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.

Task Number 71

**Explain state health and safety regulations and emergency procedures for an early learning environment.**

Definition
Explanation should include
- identification of state regulations pertaining to health and safety
- practices concerning physical safety and security of children, staff, and visitors
- practices that prevent illness and injury
- procedures to respond to emergencies
- infant and child CPR procedures
- first-aid procedures
- procedures to prevent sudden infant death syndrome (SIDS)
- procedures to prevent brain injury (e.g., shaken-baby syndrome)
- Virginia Preservice Training.
Process/Skill Questions

Thinking

- What are some examples of safe and healthy practices in an early care and learning environment center? How are they similar to and different from practices implemented by local families and the community?
- What are some potential consequences of failure to apply professional practices or follow regulations?
- What are the connections between safe and healthy practices and resource management? Curriculum planning? Operational costs?

Communication

- What criteria should be used to determine safe and healthy practices?
- How can the practices be communicated to parents and children?
- Why is it important to model practices for children?

Leadership

- What skills are needed to implement safe and healthy practices that comply with state regulations?
- How can the consistent application of these practices be ensured?
- How can the confidence of parents and the community be maintained in the practices followed by the organization?

Management

- What resources are needed for consistent application of safe and healthy practices?
- Why should an emergency or crisis plan be developed? Why should it be tested?

FCCLA National Programs and Competitive Events

Career Connection

- My Skills
- My Life
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- My Plan

Power of One

- A Better You
- Family Ties
- Working on Working
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- Speak out for FCCLA

STAND Up

- Assess
- Educate
- Advocate

Competitive Event--STAR Events

- Career Investigation
- Focus on Children
- Interpersonal Communications
- National Programs in Action
• Professional Presentation
• Public Policy Advocate
• Teach and Train
• Check the national website for online events
• Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

4.4 Demonstrate a safe and healthy learning environment for children, youth and adults.

Task Number 72

Describe signs of child abuse and neglect.

Definition

Description should include

- types of abuse
  - emotional and verbal abuse
  - physical abuse
  - sexual abuse
- types of neglect
  - emotional neglect
  - physical neglect.

Description should also include procedures for reporting suspected child abuse or neglect to the designated instructor or staff members and ensuring confidentiality as required by state and federal regulations.

Process/Skill Questions

Thinking

- What are some ethical issues for childcare professionals regarding determining and reporting child abuse or neglect?
- What are some potential consequences of reporting or failing to report suspected cases?
- What criteria should be used to decide if symptoms displayed by a child might be the result of abuse or neglect?

Communication

- How can the policies and procedures regarding reporting of suspected child abuse and neglect be communicated to parents, children, and the community?
- How might social, cultural, or ethnic differences in the client population influence the communication regarding child abuse and neglect?
- What community resources are available to educate parents and children on child abuse and neglect?

Leadership

- What should be done to help prevent child abuse and neglect in the community?
- What skills and knowledge are needed to recognize possible cases of child abuse and neglect?
- How can early care providers be advocates for child abuse prevention?
Management

- What strategies might be effective in preventing cases of child abuse and neglect?
- What is the local procedure for reporting suspected child abuse and neglect?
- Who are the designated authorities for reporting child abuse in your community? What resources are available for adults and children involved in cases of child abuse and neglect?
- In an early care setting, why is it critical to carefully document suspected cases of child abuse and neglect?

FCCLA National Programs and Competitive Events

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Competitive Event--STAR Events

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- Check the website for Skill Events

National Standards for Family and Consumer Sciences Education

4.4.5 Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.

4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.

Task Number 73
Explain requirements for reporting suspected child abuse and neglect in an early care and learning environment setting.

Definition

Explanation should include

- procedures for reporting suspected child abuse or neglect to the designated instructor or staff members
- ensuring confidentiality as required by state and federal regulations
- requirements of the law on mandated reporting Virginia Code § 63.2-1509.

Process/Skill Questions

Thinking

- What is child advocacy and how can caregivers engage in it?
- What are some ethical issues for childcare professionals regarding the determination and reporting of child abuse or neglect?
- What are some potential consequences of reporting or failing to report suspected cases?
- What criteria should be used to decide if symptoms displayed by a child might be the result of abuse or neglect?
- Why is confidentiality important? What type of information must be kept confidential?

Communication

- How can the policies and procedures regarding reporting of suspected child abuse and neglect be communicated to parents, children, and the community?
- How might social, cultural, or ethnic differences in the client population influence the communication?

Leadership

- What should be done to help prevent child abuse and neglect in the community?
- What skills and knowledge are needed to recognize possible cases of child abuse and neglect?

Management

- What strategies might be effective in preventing cases of child abuse and neglect?
- What are the local regulations and procedures for reporting suspected child abuse and neglect? Who are the designated authorities?
- What resources are available for adults and children involved in cases of child abuse and neglect?

FCCLA National Programs and Competitive Events

Career Connection

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National Standards for Family and Consumer Sciences Education

4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.

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Task Number 74

Describe the procedures included in a daily child health check.

**Definition**
Description should include identifying

- physical symptoms of illness
- changes in behavior
- the regulations required by the state pertaining to health and safety
- reasons that a daily health check can help prevent the spread of illnesses or diseases
  - determines when to include or exclude a child from class
  - explains how diseases are spread and how to prevent spread
  - explains the blood-borne pathogens requirement
  - tracks reportable diseases (knowledge of communicable disease chart).

**Process/Skill Questions**

**Thinking**

- Why is it important to do a daily health check on each child?
- When should a daily health check be done?
- What signs and symptoms should an employee be monitoring?

**Communication**

- What are some questions to ask the parent or guardian when doing a daily health check?
- What are some questions to ask the child when doing a daily health check?
• What role does visual communication play in health checks?

Leadership

• What are some steps to prevent an illness or reduce the risk of transmission of infectious disease?
• Why is it important that the childcare staff is healthy?
• What are some good health practices that will help the staff stay healthy?
• How do health checks benefit the early care and learning environment center?

Management

• How long should the early care facility keep a written record of concerns identified for each child?
• What is the purpose of screening tests?
• What are some screening tests that might be used in a care and learning environment center?

FCCLA National Programs and Competitive Events

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National Standards for Family and Consumer Sciences Education

4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners’ safety.

Task Number 75

Identify procedures that prevent childhood illnesses and communicable diseases.

Definition
Identification should include
• daily health checks
• compliance with immunization requirements and exemption
• blood-borne pathogen safety
• compliance with state health, safety, and sanitation standards
• food-preparation procedures
• cleaning and sanitation procedures for equipment and materials
• mealtime behavior procedures
• basic hygiene procedures
• standard hand-washing procedure.

Process/Skill Questions
Thinking
• What are the standards, laws, and regulations regarding childhood illnesses and communicable diseases?
• What are legal and ethical responsibilities of early care professionals regarding communicable diseases?
• Why is proper cleaning and sanitation critical in the early care and learning environment center?

Communication
• How can the standards for disease prevention be communicated to parents and children?
• What techniques can be used to help children develop a hand-washing habit?

Leadership
• What steps can be taken to ensure that the basic health practices and prevention procedures are followed?
• What historical circumstances led to the formation of current health practices in this country?

Management
• What are the steps in implementing health practices that comply with state regulations?
• What are the consequences of poor health practices and illness-prevention procedures?
• What training do staff members require in disease prevention and containment?

FCCLA National Programs and Competitive Events
Career Connection
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• My Plan

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National Standards for Family and Consumer Sciences Education

4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.

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| 39   | Analyze the meaning of work and the meaning of family. | English: 9.5, 10.5, 11.5, 12.5  
History: WG 17  
WHII 8, 14  
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| 40   | Compare how families affect work life and how work life affects families. | English: 9.5, 10.5, 11.5, 12.5  
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| 41   | Identify strategies for balancing work and family roles. | English: 9.5, 10.5, 11.5, 12.5  
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| 42   | Apply problem-solving processes to individual, family, and work problems. | English: 9.5, 10.5, 11.5, 12.5  
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| 43   | Describe characteristics of healthy and unhealthy relationships. | English: 9.5, 10.5, 11.5, 12.5 |
| 44   | Develop ways to interact with people of different ages, abilities, gender, and cultures. | English: 9.5, 10.5, 11.5, 12.5 |
| 45   | Model conflict-resolution alternatives. | English: 9.5, 10.5, 11.5, 12.5 |
| 46   | Identify factors related to cultural awareness. | English: 9.5, 10.5, 11.5, 12.5 |
| 47   | Summarize work needs and values. | English: 9.5, 10.5, 11.5, 12.5 |
| 48   | Examine equitable roles, rights, and responsibilities in the workplace. | English: 9.5, 10.5, 11.5, 12.5 |
| 49   | Assess career interests and skills. | English: 9.5, 10.5, 11.5, 12.5 |
| 50   | Investigate career options. | English: 9.5, 10.5, 11.5, 12.5 |
| 51   | Update individual career plan. | English: 9.5, 10.5, 11.5, 12.5 |
| 52   | Describe the desired characteristics of professionals and paraprofessionals who work with young children. | English: 9.5, 10.5, 11.5, 12.5  
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| 53   | Examine education and training requirements and opportunities in early childhood education and services. | English: 9.5, 10.5, 11.5, 12.5  
History: WG 17 |
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<td>55 Apply communication skills to employment search.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>56 Model the steps of the interview process.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
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<td>58 Explain the potential effects of pregnancy complications while on the job.</td>
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<td>59 Examine insurance costs for families.</td>
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<td>66 Identify ways to manage physical space to maintain a developmentally appropriate learning environment.</td>
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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 (8210/36 weeks)
- Individual Development (8209/18 weeks)
- Interior Design I (8295/36 weeks, 280 hours)
- Interior Design II (8296/36 weeks, 280 hours)
- Introduction to Culinary Arts (8250/36 weeks)
- Introduction to Culinary Arts (8249/18 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 (8237/18 weeks)
- Introduction to Family and Human Services (8238/36 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 (8255/36 weeks)
- Introduction to Interior Design (8254/18 weeks)
- Life Planning (8227/36 weeks)
- Life Planning (8226/18 weeks)
- Nutrition and Wellness (8229/36 weeks)
- Nutrition and Wellness (8228/18 weeks)
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