

# Standards Correlations

## Early Childhood, Education, and Services II (8286)

**Note:** Subject matter in this course prepares students for participation in FCCLA (primary aligned CTSO) and/or Educators Rising (secondary aligned CTSO). Subject matter in this course prepares students for FCCLA/Life Smarts Knowledge Bowl competition or Knowledge Matters Virtual Business Challenge. Explore the national FCCLA website ([www.fcclainc.org](http://www.fcclainc.org)) for additional contests offered yearly that would support content in this class, as well as Skill Demonstration Competitions conducted at National Fall Conference. FCCLA offers three online events: Digital Stories for Change, Instructional Video Design, and FCCLA Chapter Website, which could use content from this FCS course. Competitive Events, including STAR Events and National Programs, are subject to changes/additions on a yearly basis. Explore the Educators Rising website (<https://educatorsrising.org/>) for information about contests, competitions, and opportunities to assist students in preparing for education- and training-related careers.

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
<b>Demonstrating Personal Qualities and Abilities</b>			
Demonstrate creativity and innovation.	English: 6.1, 6.3, 6.4, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1		

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	Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 8.2, 8.4, 8.6, 8.7, 8.11, 8.12, 8.17, 8.18, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, AII.9, COM.1, COM.3, COM.4, COM.5, COM.8, DM.7, DM.1*, DM.10, DM.2*, DM.3*, PS.3*, PS.4*, PS.7*, PS.9*, PS.10* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1		
Demonstrate critical thinking and problem solving.	English: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1 Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10, 6.11, 7.2, 7.3, 7.8, 7.12, 7.13, 8.2, 8.4, 8.8, 8.9, 8.10, 8.11, A.8, A.9, G.1, G.13, G.14, AFDA.3,		

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	AFDA.5, AFDA.8, AII.9, AII.10, AII.11, COM.1, COM.3, COM.4, COM.5, COM.8, DM.4, DM.7, DM.1*, DM.2*, DM.3*, DM.9*, PS.9*, PS.10* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1		
Demonstrate initiative and self-direction.	English: 6.1, 6.4, 6.6, 6.7, 6.9, 7.1, 7.4, 7.6, 7.7, 7.9, 8.1, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate integrity.	English: 6.1, 7.1, 8.1, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate work ethic.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1,		

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	GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1		
<b>Demonstrating Interpersonal Skills</b>			
Demonstrate conflict-resolution skills.	English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, VUS.1		
Demonstrate listening and speaking skills.	English: 6.1, 6.2, 6.4, 6.6, 7.1, 7.2, 7.4, 7.6, 8.1, 8.2, 8.4, 8.6, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate respect for diversity.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, USII.9, VUS.1, VUS.13, WG.1, WHI.1, WHII.1		

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Demonstrate customer service skills.	English: 6.1, 6.4, 6.7, 7.1, 7.4, 7.7, 8.1, 8.4, 8.7, 9.1, 9.5, 9.6, 10.1, 10.5, 10.6, 11.1, 11.5, 11.6, 12.1, 12.5, 12.6 History and Social Science: CE.1, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Collaborate with team members	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
<b>Demonstrating Professional Competencies</b>			
Demonstrate big-picture thinking.	English: 6.1, 6.4, 7.1, 7.4, 8.1, 8.4, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate career- and life-management skills.	English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6		

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	History and Social Science: CE.1, CE.4, CE.12, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 8.4		
Demonstrate continuous learning and adaptability.	English: 6.1, 6.4, 6.7, 6.9, 7.1, 7.4, 7.7, 7.9, 8.1, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.3, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: BIO.1, CH.1, LS.1, PH.1, PH.4, PS.1		
Manage time and resources.	English: 6.1, 6.2, 6.4, 6.7, 6.9, 7.1, 7.2, 7.4, 7.7, 7.9, 8.1, 8.2, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.4, 8.11, 8.12,		

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	8.13, 8.14, 8.17, 8.18, A.4, A.5, A.8, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, COM.1, COM.3, COM.5, COM.8		
Demonstrate information-literacy skills.	<p>English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.9, 9.2, 9.5, 9.6, 9.8, 10.2, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p> <p>Mathematics: 6.10, 6.11, 7.8, 7.9, 8.11, 8.12, A.8, A.9, AFDA.3, AFDA.4, AFDA.6, AFDA.7, AFDA.8, DM.8, PS.1*, PS.2*, PS.3*, PS.4*, PS.7*, PS.8*, PS.9*, PS.10*</p> <p>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1</p>		
Demonstrate an understanding of information security.	English: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.5, 9.6, 9.8, 10.1, 10.2, 10.5,		

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	10.6, 10.8, 11.1, 11.2, 11.5, 11.6, 11.8, 12.1, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: COM.10		
Maintain working knowledge of current information-technology (IT) systems.	English: 6.1, 6.3, 6.4, 6.6, 6.9, 7.1, 7.3, 7.4, 7.6, 7.9, 8.1, 8.3, 8.4, 8.6, 8.9 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 7.8, COM.1, COM.2, COM.7, COM.9, COM.10, COM.11, COM.16, COM.18, PS.17 Science: BIO.1, CH.1, ES.1, PH.1		
Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.	History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 7.9, 8.4, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AII.4, AII.7, AII.9, COM.1, COM.7,		

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	COM.10, COM.11, COM.12, COM.16 Science: CH.1, ES.1, LS.1, PH.1, PS.1		
Apply mathematical skills to job-specific tasks.	English: 6.4, 6.6, 6.7, 7.4, 7.6, 7.7, 8.4, 8.6, 8.7, 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.1, 6.2, 6.5, 6.6, 6.12, 6.13, 6.14, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.11, 7.12, 7.13, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, A.1, A.3, A.4, A.5, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AFDA.8, AII.3, AII.7, AII.9, AII.10, COM.1, COM.7 Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1		
Demonstrate professionalism.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1,		

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	USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate reading and writing skills.	English: 6.1, 6.6, 6.7, 7.1, 7.6, 7.7, 8.1, 8.6, 8.7, 9.1, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: 6.1, PH.1, PS.1		
Demonstrate workplace safety.	English: 6.4, 7.4, 8.4, 9.5, 10.5, 11.5, 12.5 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1		
<b>Examining All Aspects of an Industry</b>			
Examine aspects of planning within an industry/organization.	History and Social Science: GOVT.16		
Examine aspects of management within an			

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industry/organization.			
Examine aspects of financial responsibility within an industry/organization.			
Examine technical and production skills required of workers within an industry/organization.			
Examine principles of technology that underlie an industry/organization.			
Examine labor issues related to an industry/organization.	History and Social Science: GOVT.16		
Examine community issues related to an industry/organization.	History and Social Science: GOVT.16		
Examine health, safety, and environmental issues related to an industry/organization.	History and Social Science: GOVT.16		

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<b>Addressing Elements of Student Life</b>			
Identify the purposes and goals of the student organization.			
Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.			
Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.			
Identify Internet safety issues and procedures for complying with			

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acceptable use standards.			
<b>Exploring Work-Based Learning</b>			
Identify the types of work-based learning (WBL) opportunities.			
Reflect on lessons learned during the WBL experience.			
Explore career opportunities related to the WBL experience.			
Participate in a WBL experience, when appropriate.			
<b>Balancing Work and Family</b>			
Analyze the meaning of work and the meaning of family.	English: 9.5, 10.5, 11.5, 12.5 History and Social Sciences: WG.4	<b>1.1.1</b> Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.  <b>1.1.2</b>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Families First</u> <ul style="list-style-type: none"> <li>• Families Today</li> </ul>

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		<p>Analyze the effects of social, economic, and technological changes on work and family dynamics.</p> <p><b>6.1.1</b> Analyze family as the basic unit of society.</p> <p><b>6.1.2</b> Analyze the role of family in transmitting societal expectations.</p> <p><b>6.1.4</b> Analyze the role of family in teaching culture and traditions across the life span.</p>	<ul style="list-style-type: none"> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event—STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Compare how families affect work life and how work life affects families.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: GOVT.11</p>	<p><b>1.1.1</b> Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Families First</u></p>

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		<p><b>1.1.2</b> Analyze the effects of social, economic, and technological changes on work and family dynamics.</p> <p><b>1.1.4</b> Analyze potential effects of various career path decisions on balancing work and family.</p> <p><b>1.1.5</b> Determine goals for life-long learning and leisure opportunities for all family members.</p>	<ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Identify strategies for balancing work and family roles.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: GOVT.11</p>	<p><b>1.1.6</b> Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Families First</u></p>

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		<p><b>2.1.1</b> Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p>	<ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><u>Competitive Event—STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>

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<b>Providing a Safe and Healthy Learning Environment</b>			
Design a physical space to maintain a developmentally appropriate learning environment.	English: 11.1, 12.1  History and Social Sciences: VUS.13, GOVT.11, GOVT.16	<b>4.4.1</b> Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Entrepreneurship</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Explain health and safety regulations for	English: 11.5, 12.5	<b>4.4.2</b>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> </ul>

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<p>an early childhood education environment.</p>	<p>History and Social Sciences: GOVT.8, GOVT.9</p>	<p>Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.</p>	<ul style="list-style-type: none"> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Teach or Train</li> </ul>

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<p>Model health, safety, and sanitation habits.</p>	<p>English: 11.1, 12.1</p> <p>History and Social Sciences: GOVT.8, GOVT.9</p>	<p><b>4.4.3</b></p> <p>Implement strategies to teach health, safety, and sanitation habits.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Plan meals and snacks that accommodate allergies and promote healthy eating practices.	<p>English: 11.1, 12.1</p> <p>History and Social Sciences: GOVT.7, GOVT.8, GOVT.9</p>	<p><b>4.4.4</b></p> <p>Plan safe and healthy meals and snacks that meet USDA standards.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Complete the state-approved child abuse prevention course and assessment.	<p>English: 11.5, 12.5</p> <p>History and Social Sciences: GOVT.8, GOVT.16</p>	<p><b>4.4.5</b></p> <p>Document symptoms of abuse and neglect and use appropriate procedures to report suspected</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		abuse or neglect to the designated authorities.	<ul style="list-style-type: none"> <li>• My Plan</li> </ul> <p><u>Community Service</u></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Public Policy Advocate</li> <li>• Teach or Train</li> </ul>
Describe the procedures to report suspected child abuse or neglect to the appropriate authorities.	<p>English: 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Sciences: GOVT.3, GOVT.16</p>	<p><b>4.4.5</b></p> <p>Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Identify characteristics of adverse childhood experiences (ACES).	English: 11.5, 12.5		<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Community Service</u></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><u>Families First</u></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Teach or Train</li> </ul>
Document a daily child health check.	<p>English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7</p> <p>History and Social Sciences: GOVT.8, GOVT.16</p>	<p><b>4.4.6</b> Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.</p>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Student Body</u> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<p>Explain procedures to prevent childhood illnesses and communicable diseases.</p>	<p>English: 11.5, 12.5</p> <p>History and Social Sciences: GOVT.7, GOVT.8, GOVT.16</p>	<p><b>4.4.6</b></p> <p>Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Community Service</u></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Practice security procedures for an early childhood environment.	<p>English: 11.1, 12.1</p> <p>History and Social Sciences: GOVT.8, GOVT.16</p>	<p><b>4.4.7</b> Demonstrate security and emergency procedures.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Community Service</u></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Teach or Train</li> </ul>
Practice emergency and safety procedures for an early childhood environment.	English: 11.1, 12.1 History and Social Sciences: GOVT.16	<p><b>4.4.6</b> Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents, and trauma.</p> <p><b>4.4.7</b> Demonstrate security and emergency procedures.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Community Service</u></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Teach or Train</li> </ul>
<b>Promoting Physical, Cognitive, Language, Social, and Emotional Development</b>			
Analyze child development theories and best practices in	English: 11.5, 12.5 History and Social Sciences: VUS.1, GOVT.1	<b>4.2.1</b> Analyze child development theories and their implications	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
early childhood education.		for educational and childcare practices.	<ul style="list-style-type: none"> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Create developmentally appropriate learning experiences based on observation data.	English: 11.1, 12.1  History and Social Sciences: VUS.1, GOVT.1, GOVT.3, GOVT.16	<b>4.2.2</b> Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<p>Model developmentally appropriate teaching methods.</p>	<p>English: 11.1, 11.8, 12.1, 12.8</p> <p>History and Social Sciences: VUS.13, GOVT.9</p>	<p><b>4.2.4</b> Address specific developmental needs of children, youth and adults based on assessment of their abilities.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<p>Implement developmentally appropriate practices that promote children's growth and development.</p>	<p>English: 11.1, 12.1 History and Social Sciences: VUS.13, GOVT.9</p>	<p><b>4.2.4</b> Address specific developmental needs of children, youth and adults based on assessment of their abilities.</p> <p><b>4.2.5</b> Analyze strategies that promote growth and development of children, youth and adults.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<p>Apply developmentally appropriate guidance.</p>	<p>English: 11.5, 12.5</p>	<p><b>4.3.5</b> Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>through multiple methods including learning centers.</p> <p><b>4.3.6</b> Establish effective activities, routines, and transitions for various age groups.</p> <p><b>4.4.1</b> Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.</p> <p><b>4.5.1</b> Apply developmentally appropriate and culturally responsive guidelines for behavior.</p>	<p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Strategize to promote social emotional, cognitive, and physical intelligence.	<p>English: 11.5, 12.5</p> <p>History and Social Sciences: VUS.1, GOVT.1</p>	<p><b>4.5.2</b> Demonstrate problem-solving and decision making skills when working with children, youth and adults.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<b>Creating a Curriculum Responsive to Children's Needs</b>			
Evaluate curricula and instructional models used in early childhood settings.	English: 11.5, 12.5 History and Social Sciences: VUS.1, GOVT.1	<b>4.3.1</b> Analyze a variety of curriculum and instructional models.	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<p>Demonstrate developmentally appropriate learning experiences in all curricular areas.</p>	<p>English: 11.5, 12.5</p>	<p><b>4.3.2</b> Implement learning activities in all curriculum areas that meet the developmental needs of learners.</p>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Analyze an integrated curriculum.	<p>English: 11.5, 12.5</p> <p>History and Social Sciences: VUS.1, VUS.13, VUS.14, GOVT.1, GOVT.3, GOVT.11, GOVT.16</p>	<p><b>4.3.3</b></p> <p>Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Demonstrate a variety of teaching methods to support each child's learning needs.	<p>English: 11.5, 12.5</p> <p>History and Social Sciences: VUS.13, GOVT.9</p>	<p><b>4.3.4</b></p> <p>Demonstrate a variety of teaching methods to meet individual needs of learners.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<p>Design learning centers that encourage exploration, discovery, and development.</p>	<p>English: 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Sciences: VUS.1, GOVT.1</p>	<p><b>4.3.5</b></p> <p>Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<p>Create a schedule of activities, routines, and transitions in an early childhood education setting.</p>	<p>English: 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Sciences: VUS.1, GOVT.1</p>	<p><b>4.3.6</b></p> <p>Establish effective activities, routines, and transitions for various age groups.</p>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<p>Adapt learning experiences to accommodate the diverse needs of children.</p>	<p>English: 11.1, 12.1</p> <p>History and Social Sciences: VUS.13, GOVT.9</p>	<p><b>4.2.4</b> Address specific developmental needs of children, youth, and adults based on assessment of their abilities.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<p><b>Promoting Supportive Relationships with Families</b></p>			

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
<p>Demonstrate interactions that promote family partnerships.</p>	<p>English: 11.5, 12.5</p> <p>History and Social Sciences: GOVT.3, GOVT.11, GOVT.16</p>	<p><b>4.5.4</b></p> <p>Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Families First</u></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Foster reciprocal interactions with families.	English: 11.1, 12.1	<b>4.5.4</b> Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Families First</u> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
<b>Examining Careers and Professionalism</b>			
Identify credentialing options for early childhood professionals.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: VUS.1, GOVT.1	<p><b>4.1.6</b> Analyze the role of professional organizations in education and early childhood.</p> <p><b>4.6.1</b> Explore opportunities for continuing training and education.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Participate in opportunities for professional development.	English: 11.1, 11.5, 12.1, 12.5  History and Social Sciences: GOVT.16	<b>4.6.1</b> Explore opportunities for continuing training and education.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>STAND Up</u> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Apply ethical standards accepted by	English: 11.5, 12.5	<b>4.6.2</b>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
professional organizations in the early childhood education industry.	History and Social Sciences: VUS.1, GOVT.1, GOVT.16	Apply professional ethical standards as accepted by the recognized professional organizations.	<ul style="list-style-type: none"> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Explain compliance with federal, state, and local government	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: GOVT.7, GOVT.8, GOVT.9	<b>4.6.3</b> Implement federal, state, and local standards, policies, regulations, and laws that affect	<u>Career Connection</u>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
standards and regulations.		programs for children, youth, and adults and their families.	<ul style="list-style-type: none"> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Explore management skills for early childhood professionals.	English: 11.5, 11.8, 12.5, 12.8 History and Social Sciences: VUS.1, GOVT.1, GOVT.16	<b>4.6.2</b> Apply professional ethical standards as accepted by the recognized professional organizations.	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<b>Pursuing a Career in Early Childhood Education and Services</b>			
Explore postsecondary opportunities in early	English: 11.5, 11.8, 12.5, 12.8	<b>4.6.1</b>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
childhood education and related careers.	History and Social Sciences: VUS.1, GOVT.1	Explore opportunities for continuing training and education.	<ul style="list-style-type: none"> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Identify career goals.	English: 11.5, 12.5	<p><b>4.4.1</b>            Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Prepare a professional portfolio.	English: 11.5, 11.8, 12.5, 12.8  History and Social Sciences: VUS.1, GOVT.1	<b>4.1.5</b> Create an employment portfolio to communicate education and early childhood knowledge and skills.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Explore the job-seeking process.	English: 11.5, 11.8, 12.5, 12.8	<b>4.1</b>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	History and Social Sciences: VUS.1, GOVT.1	Analyze career paths within early childhood, education, and related services.	<ul style="list-style-type: none"> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>