

# Standards Correlations

## Introduction to Family and Human Services (8237, 8238)

**Note:** Subject matter in this course prepares students for participation in FCCLA. 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.

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		

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	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, AFDA.5, AFDA.8, AII.9, AII.10, AII.11, COM.1, COM.3, COM.4, COM.5,		

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	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, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1		

<b>Task</b>	<b>SOL Correlations</b>	<b>National Standards for Family and Consumer Sciences Education</b>	<b>FCCLA Correlations</b>
<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		
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,		

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	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 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		

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Demonstrate continuous learning and adaptability.	<p>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</p> <p>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</p> <p>Science: BIO.1, CH.1, LS.1, PH.1, PH.4, PS.1</p>		
Manage time and resources.	<p>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</p> <p>History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p> <p>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, 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</p>		

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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.	<p>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, 10.6, 10.8, 11.1, 11.2, 11.5, 11.6, 11.8, 12.1, 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>		

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	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, 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,		

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	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, 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		

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	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 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			

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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		
<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			

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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 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			

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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.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WG.4</p>	<p><b>1.1</b></p> <p>Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).</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>

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			<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>
Compare how families affect work life and how work life affects families.	English: 9.5, 10.5, 11.5, 12.5  History and Social Sciences: GOVT.11	<b>1.1</b> Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).	<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> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <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>
Identify strategies for balancing work and family.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: GOVT.11</p>	<p><b>1.1</b> Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).</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>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>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<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>
<b>Exploring the Family and Work Life Ecosystem</b>			

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Analyze the effect of external factors on work and family life.	<p>English: 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WHII.1, WHII.8, WHII.10, WHII.11, WHII.14, VUS.1, VUS.8, VUS.10, VUS.11, VUS.13, VUS.14, GOVT.1, GOVT.15</p>	<p><b>1.1.2</b> Analyze the effects of social, economic, and technological changes on work and family dynamics.</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>Financial Fitness</u></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</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>• Focus on Children</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> </ul> Professional Presentation
Identify roles in work, community, and family settings.	<p>English: 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WHII.1, WHII.8, WHII.10, WHII.11, WHII.14, VUS.1, VUS.8, VUS.10, VUS.11, VUS.13, VUS.14, GOVT.1, GOVT.15</p>	<p><b>2.1.1</b> Apply time management, organizational, and process skills to prioritize tasks and achieve 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>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>Financial Fitness</u></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> </ul>

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			<ul style="list-style-type: none"> <li>Protecting</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>Chapter Service Project (Portfolio or Display)</li> <li>Interpersonal Communications</li> <li>National Programs in Action</li> <li>Professional Presentation</li> </ul>
Describe the alignment between family and career pathways throughout the family life cycle.	English: 10.5, 11.5, 12.5  History and Social Sciences: WHII.1, WHII.8, WHII.10,	<b>1.1.3</b> Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.	<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>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	WHIL.11, WHIL.14, VUS.1, VUS.8, VUS.10, VUS.11, VUS.13, VUS.14, GOVT.1, GOVT.15	<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> <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>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>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Evaluate trends that affect families.	<p>English: 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WHIL.1, WHIL.14, VUS.1,</p>	<p><b>7.3</b> Demonstrate professional behaviors, skills, and knowledge in providing family and human services.</p>	<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> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	VUS.13, VUS.14, GOVT.1, GOVT.14, GOVT.15		<ul style="list-style-type: none"> <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> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>Interpersonal Communications</li> <li>National Programs in Action</li> <li>Professional Presentation</li> </ul>
<b>Exploring the Human Services Career Pathways</b>			
Research career pathways in human services.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8	<b>7.1.1</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
	History and Social Sciences: WHII.1, VUS.1, GOVT.1	Explain the roles and functions of individuals engaged in family and human services careers.	<ul style="list-style-type: none"> <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>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Identify knowledge, skills, abilities, and characteristics of workers within the Consumer Services career pathway.	English: 10.5, 11.5, 12.5	<b>7.1.1</b> Explain the roles and functions of individuals engaged in family and human services careers.	<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> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <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>• Interpersonal Communications</li> <li>• National Programs in Action</li> </ul>
Identify knowledge, skills, abilities, and characteristics of workers within the Counseling and Mental Health Services career pathway.	English: 10.5, 11.5, 12.5	<b>7.1.1</b> Explain the roles and functions of individuals engaged in family and human services careers.	<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>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<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> <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>• Interpersonal Communications</li> <li>• National Programs in Action</li> </ul>
Identify knowledge, skills, abilities, and characteristics of workers within the Early Childhood Development and Services career pathway.	English: 10.5, 11.5, 12.5	<b>7.1.1</b> Explain the roles and functions of individuals engaged in family and human services careers.	<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>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Identify knowledge, skills, abilities, and characteristics of workers within the Family and Community Services career pathway.	English: 10.5, 11.5, 12.5	<b>7.1.1</b> Explain the roles and functions of individuals engaged in family and human services careers.	<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>Financial Fitness</u> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</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>

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>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Identify knowledge, skills, abilities, and characteristics of workers within the Personal Care Services career pathway.	English: 10.5, 11.5, 12.5	<b>7.1.1</b> Explain the roles and functions of individuals engaged in family and human services careers.	<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> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Evaluate employment trends within select Human Services career pathways.	<p>English: 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WHII.1, WHII.14, VUS.1, VUS.13, VUS.14, GOVT.1, GOVT.15</p>	<p><b>7.1.1</b> Explain the roles and functions of individuals engaged in family and human services careers.</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> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</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>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Research education and training requirements of select occupations within the Human Services Career Cluster.	<p>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: WHII.1, VUS.1, GOVT.1</p>	<p><b>7.1.3</b></p> <p>Summarize education and training requirements and opportunities for career paths in family and human services.</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> <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>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>Professional Presentation</li> </ul>
Review laws and regulations governing the field of human services.	<p>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: VUS.13, VUS.14, GOVT.1, GOVT.9, GOVT.11, GOVT.15, GOVT.16</p>	<p><b>7.2.3</b> Summarize licensing laws and regulations that affect service providers and their participants.</p> <p><b>7.3.1</b> Apply rules, regulations, legal and work site policies that affect employer, employee, personal, and family rights and responsibilities.</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>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>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>
Identify professional organizations in human services.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8	<b>7.1.6</b> Analyze the role of professional organizations in family and community services professions.	<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>Community Service</u> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</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> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>Educate</li> <li>Advocate</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>Career Investigation</li> <li>Chapter Service Project (Portfolio or Display)</li> <li>Interpersonal Communications</li> <li>Job Interview</li> <li>Leadership</li> <li>National Programs in Action</li> <li>Professional Presentation</li> <li>Public Policy Advocate</li> </ul>
Explore opportunities for advocacy, activism, and change agency in the human services field.	English: 10.5, 11.5, 12.5  History and Social Sciences: GOVT.16	<b>7.1.6</b> Analyze the role of professional organizations in family and community services professions.  <b>7.2.6</b> Analyze effective self-advocacy strategies for human services professionals.	<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>Community Service</u> <ul style="list-style-type: none"> <li>Learn</li> <li>Serve</li> <li>Lead</li> </ul> <u>Power of One</u> <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>• Chapter Service Project (Portfolio or Display)</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>
Identify community networking opportunities in human services.	<p>English: 10.5, 11.5, 12.5</p> <p>History and Social Sciences: GOVT.16</p>		<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>• Chapter Service Project (Portfolio or Display)</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Analyze ethical issues that may confront workers in human services.	<p>English: 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WHII.1, VUS.1, GOVT.1, GOVT.11, GOVT.16</p>	<p><b>7.2.2</b> Analyze professional, ethical, legal, and safety issues for human service employees.</p> <p><b>7.2.4</b></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>STAND Up</u></p>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		Analyze harmful, fraudulent, unethical, and deceptive human services practices.	<ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <u>Student Body</u> <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> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>
Write a personal career plan.	<p>English: 10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7</p> <p>History and Social Sciences: WHII.1, VUS.1, GOVT.1</p>	<p><b>7.1</b></p> <p>Analyze career paths within family and human services.</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> </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> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
<b>Exploring the Strengths and Needs of a Diverse Population</b>			
Demonstrate stress management strategies.	English: 10.5, 11.5, 12.5	<b>13.1.6</b> Demonstrate stress management strategies for family, work, and community settings.	<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> <li>• The Fit You</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Describe the importance of a support network.	English: 10.5, 11.5, 12.5	<b>7.4.6</b> Summarize the appropriate support needed to address selected human services issues.	<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>Student Body</u> <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>

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>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Identify techniques that promote client confidentiality, dignity, autonomy, and right to privacy.	English: 10.5, 11.5, 12.5  History and Social Sciences: VUS.13, VUS.14, GOVT.9, GOVT.11, GOVT.15	<b>7.3</b> Demonstrate professional behaviors, skills, and knowledge in providing family and human services.  <b>7.5.5</b> Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.	<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>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Describe health, wellness, safety, and recreational factors for individuals with barriers.	<p>English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Sciences: VUS.13, VUS.14</p>	<p><b>7.4</b> Analyze the impact of conditions that could influence the well-being of individuals and families.</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>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>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>
Evaluate economic, occupational, educational, and other contextual factors for individuals with barriers.	<p>English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Sciences: VUS.13, VUS.14</p>	<p><b>7.4.2</b> Analyze management and living environment issues of individuals and family conditions that influence their well-being.</p>	<p><u>Financial Fitness</u></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</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>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>
Identify the signs of abuse, exploitation, and neglect in clients.	<p>English: 10.5, 11.5, 12.5</p> <p>History and Social Sciences: GOVT.13, GOVT.16</p>	<p><b>7.2.4</b> Analyze harmful, fraudulent, unethical, and deceptive human services practices.</p> <p><b>7.4.1</b> Investigate health, wellness, and safety issues of individual and families with a variety of</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>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>conditions that could influence their well-being.</p> <p><b>7.4.4</b> Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.</p>	<ul style="list-style-type: none"> <li>• Educate</li> <li>• Advocate</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>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>
Analyze situations that require intervention.	English: 10.3, 10.5, 11.3, 11.5, 12.3 12.5	<p><b>7.4.5</b> Analyze situations which require crisis intervention.</p> <p><b>7.4.6</b> Summarize the appropriate support needed to address selected human services issues.</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>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>Student Body</u> <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> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>
Connect individuals and families with local support services and resources.	English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5  History and Social Sciences: GOVT.7, GOVT.9	<b>7.4.6</b> Summarize the appropriate support needed to address selected human services issues.	<u>Community Service</u> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</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>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<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> <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>• Chapter Service Project (Portfolio or Display)</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>