

Standards Correlations

Life Planning (8226, 8227)

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Demonstrating Personal Qualities and Abilities			
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 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,		

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	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		

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	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, 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,		

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	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		
Demonstrating Interpersonal Skills			
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		

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	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		

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	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		
Demonstrating Professional Competencies			
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	English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6,		

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skills.	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		
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,		

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	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, 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.	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,		

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	11.8, 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: 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* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1		
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, 10.6, 10.8, 11.1, 11.2, 11.5, 11.6, 11.8, 12.1, 12.2, 12.5, 12.6, 12.8		

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	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	History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1,		

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common to a specific occupation.	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, 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,		

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	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,		

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	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		
Examining All Aspects of an Industry			
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			

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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		
Addressing Elements of Student Life			
Identify the purposes and goals of the student organization.			
Explain the benefits and responsibilities of membership in the student organization as			

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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 acceptable use standards.			
Exploring Work-Based Learning			
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.			
Developing Career, Community, and Life Connections			
Analyze the meaning of work and the meaning of family.	English: 9.3, 10.3, 12.3 History and Social Science: GOVT.1	<p>1.1.1 Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.</p> <p>1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.</p> <p>6.1.1 Analyze family as the basic unit of society.</p> <p>6.1.2 Analyze the role of family in transmitting societal expectations.</p> <p>6.1.4 Analyze the role of family in teaching culture and traditions across the life span.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation

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			<ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation
Describe how families affect work life and how work life affects families.	History and Social Science: GOVT.1	<p>1.1.1 Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.</p> <p>1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.</p> <p>1.1.4 Analyze potential effects of various career path decisions on balancing work and family.</p> <p>1.1.5 Determine goals for life-long learning and leisure opportunities for all family members.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • National Programs in Action • Professional Presentation

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Develop strategies to manage and balance work and family roles.		<p>1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p> <p>2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Entrepreneurship • Interpersonal Communications • National Programs in Action • Professional Presentation
Explain ways in which technology affects work and family dynamics.	History and Social Science: GOVT.1	<p>1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Power of One: A Better You

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			<ul style="list-style-type: none"> • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Entrepreneurship • Interpersonal Communications • National Programs in Action • Parliamentary Procedure • Professional Presentation
Analyze the interrelationship of individual and family goals and values to work goals and values.		<p>1.1.5 Determine goals for life-long learning and leisure opportunities for all family members.</p> <p>1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working

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			FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Entrepreneurship • Interpersonal Communications • National Programs in Action • Professional Presentation • Public Policy Advocate
Analyze potential effects of career path decisions on balancing work and family throughout the family life cycle.		1.1.4 Analyze potential effects of various career path decisions on balancing work and family.	FCCLA National Programs <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Entrepreneurship • Interpersonal Communications • National Programs in Action • Professional Presentation
Examine some key local, national, and	English: 9.5, 10.5, 11.5, 12.5	2.5.3	FCCLA National Programs

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global policies, issues, and trends in the workplace and community that affect individuals and families.	History and Social Science: GOVT.7, GOVT.8, GOVT.9	<p>Analyze economic effects of laws and regulations that pertain to consumers and providers of services.</p> <p>2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.</p>	<ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Entrepreneurship • Interpersonal Communications • National Programs in Action • Professional Presentation • Public Policy Advocate
Analyze community resources and systems of formal and informal support available to individuals and families.	English: 9.5, 10.5, 11.5, 12.5	<p>1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.</p> <p>2.3.1 Analyze state and federal policies and laws providing consumer protection.</p> <p>7.2.1</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Protecting • Power of One: A Better You

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		Describe local, state, and national agencies and informal support resources providing human services.	<ul style="list-style-type: none"> • Power of One: Family Ties • Power of One: Take the Lead • Power of One: Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Interpersonal Communications • Leadership • National Programs in Action • Professional Presentation • Public Policy Advocate
Apply management and planning skills and processes to organize tasks and responsibilities within the workplace and at home.	History and Social Science: GOVT.1, GOVT.16	<p>2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.</p> <p>2.1.4 Apply consumer skills to providing and maintaining clothing.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Working on Working • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management

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		<p>2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.</p> <p>2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.</p> <p>2.1.7 Apply consumer skills to decisions about recreation.</p> <p>2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.</p> <p>6.1.2 Analyze the role of family in transmitting societal expectations.</p> <p>6.1.4 Analyze the role of family in teaching culture and traditions across the life span.</p>	<ul style="list-style-type: none"> • Interpersonal Communications • Leadership • National Programs in Action • Professional Presentation • Public Policy Advocate

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		<p>6.2.2 Analyze the effects of social and cultural diversity on individuals and families.</p> <p>13.3.4 Analyze strategies to overcome communication barriers in family, community, and work settings.</p> <p>13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.</p>	
Applying Problem-Solving Processes to Life Situations			
Identify the various types of problems (e.g., practical, scientific, interpersonal, intrapersonal).		<p>13.2.1 Analyze the effects of personal characteristics on relationships.</p> <p>13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Financial Fitness: Protecting • Power of One: A Better You • Power of One: Family Ties • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Event Management

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation • Public Policy Advocate
Identify adequate, reliable information and resources for problem solving.	<p>English: 9.2, 9.5, 9.8, 10.2, 10.5, 10.8, 11.2, 11.5, 11.8, 12.2, 12.5, 12.8</p> <p>History and Social Science: GOVT.1</p>	<p>1.2.4 Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</p> <p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.</p> <p>13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.</p> <p>13.6.2 Apply ethical guidelines when assessing interpersonal issues and situations.</p> <p>13.6.3</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Power of One: A Better You • Power of One: Family Ties • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Interpersonal Communications • Leadership • National Programs in Action • Professional Presentation • Public Policy Advocate

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>Apply critical thinking and ethical standards when making judgments and taking action.</p> <p>13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.</p> <p>13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.</p>	
Identify steps in practical problem solving.	<p>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 History and Social Science: GOVT.1</p>		<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Power of One: A Better You • Power of One: Take the Lead • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Event Management • Interpersonal Communications • Leadership • National Programs in Action • Professional Presentation • Public Policy Advocate

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Implement practical problem-solving steps in life situations.	History and Social Science: GOVT.1	<p>13.3.1 Analyze communication styles and their effects on relationships.</p> <p>13.3.7 Analyze the roles and functions of communication in family, work, and community settings.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Take the Lead • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Interpersonal Communications • Leadership • National Programs in Action • Nutrition and Wellness • Parliamentary Procedure • Professional Presentation

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Promote and Publicize FCCLA! • Repurpose and Redesign • Sports Nutrition • Teach and Train
Creating and Maintaining Healthy Relationships			
Identify factors that affect self-concept.	History and Social Science: GOVT.1	<p>6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.</p> <p>12.2.2 Analyze the influences of social, economic, and technological forces on individual growth and development.</p> <p>12.2.3 Analyze the influences of gender, ethnicity, and culture on individual development.</p> <p>12.2.4 Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.</p> <p>15.1.3 Analyze influences of parenting practices on individuals, families, and society.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Focus on Children

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Nutrition and Wellness • Parliamentary Procedure • Professional Presentation • Public Policy Advocate • Repurpose and Redesign • Sports Nutrition • Sustainability Challenge • Teach and Train
Demonstrate positive self-worth in self and others.	History and Social Science: GOVT.1, GOVT.16	<p>6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.</p> <p>12.2.2 Analyze the influences of social, economic, and technological forces on individual growth and development.</p> <p>12.2.3 Analyze the influences of gender, ethnicity, and culture on individual development.</p> <p>12.2.4 Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: People • FACTS: Roads • FACTS: Vehicles • Families First: Balancing Family and Career • Families First: Families Today • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Power of One: Take the Lead • Power of One: Working on Working • STOP the Violence • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		15.1.3 Analyze influences of parenting practices on individuals, families, and society.	FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Chapter Service Project Display • Event Management • Focus on Children • Interpersonal Communications • Job Interview • Leadership • National Programs in Action • Nutrition and Wellness • Parliamentary Procedure • Professional Presentation • Promote and Publicize FCCLA! • Public Policy Advocate • Repurpose and Redesign • Sports Nutrition • Sustainability Challenge • Teach and Train
Identify characteristics of caring, respectful, and responsible relationships.	History and Social Science: GOVT.1, GOVT.16	6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members. 6.2.3 Analyze the effects of empathy for diversity on individuals in family, work, and community settings.	FCCLA National Programs <ul style="list-style-type: none"> • FACTS: People • FACTS: Roads • FACTS: Vehicles • Families First: Balancing Family and Career • Families First: Families Today • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>6.2.5 Analyze the effects of globalization and increasing diversity on individuals, families, and society.</p> <p>13.1.1 Analyze processes for building and maintaining interpersonal relationships.</p> <p>13.1.3 Compare physical, emotional, spiritual, and intellectual functioning in stable and unstable relationships.</p> <p>13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.</p> <p>13.3.1 Analyze communication styles and their effects on relationships.</p>	<ul style="list-style-type: none"> • STOP the Violence • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Focus on Children • Hospitality, Tourism, and Recreation • Interpersonal Communications • Leadership • National Programs in Action • Professional Presentation • Public Policy Advocate • Teach and Train
Analyze the effects of dependence, independence, codependence, and interdependence on relationships.		<p>6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.</p> <p>13.2.1 Analyze the effects of personal characteristics on relationships.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: People • FACTS: Roads • FACTS: Vehicles • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>13.2.2 Analyze the effect of personal needs on relationships.</p> <p>13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.</p>	<ul style="list-style-type: none"> Families First: You-Me-Us Power of One: A Better You Power of One: Family Ties STOP the Violence Student Body: The Fit You Student Body: The Healthy You Student Body: The Real You Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> Event Management Interpersonal Communications Leadership National Programs in Action Professional Presentation
Identify skills important in building and maintaining relationships with others.	History and Social Science: GOVT.1, GOVT.16	<p>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.</p> <p>13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> Families First: Families Today Families First: You-Me-Us Power of One: A Better You Power of One: Family Ties STOP the Violence Student Body: The Real You Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> Interpersonal Communications National Programs in Action Professional Presentation

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>13.5.4 Demonstrate techniques that develop team and community spirit.</p> <p>13.5.5 Demonstrate ways to organize and delegate responsibilities.</p> <p>13.5.6 Create strategies to integrate new members into the team.</p> <p>13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</p>	
<p>Demonstrate relationship-building techniques with people of different ages, abilities, genders, and cultures.</p>	<p>History and Social Science: GOVT.1, GOVT.16</p>	<p>1.2.3 Apply communication skills in school, community and workplace settings and with diverse populations.</p> <p>1.2.4 Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</p> <p>6.2.3 Analyze the effects of empathy for diversity on individuals in family, work, and community settings.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • STOP the Violence • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Focus on Children • Interpersonal Communications

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.</p> <p>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.</p> <p>13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.</p> <p>13.5.6 Create strategies to integrate new members into the team.</p>	<ul style="list-style-type: none"> • National Programs in Action • Professional Presentation
Apply strategies for conflict resolution.	History and Social Science: GOVT.1, GOVT.16	<p>13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>13.4.2 Explain how similarities and differences among people affect conflict prevention and management.</p> <p>13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.</p> <p>13.4.4 Demonstrate nonviolent strategies that address conflict.</p> <p>13.4.5 Demonstrate effective responses to harassment.</p> <p>13.4.6 Assess community resources that support conflict prevention and management.</p> <p>13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</p>	<ul style="list-style-type: none"> • Power of One: A Better You • Power of One: Family Ties • STOP the Violence • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Interpersonal Communications • Leadership • National Programs in Action • Professional Presentation • Public Policy Advocate
Evaluate available resources for help in crisis situations.	English: 9.5, 10.5, 11.5, 12.5	<p>1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>13.4.6 Assess community resources that support conflict prevention and management.</p>	<ul style="list-style-type: none"> • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • STOP the Violence • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Interpersonal Communications • National Programs in Action • Professional Presentation • Public Policy Advocate
<p>Identify characteristics and strategies to create and maintain a strong functional family.</p>		<p>6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.</p> <p>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Event Management • Focus on Children • Interpersonal Communications • National Programs in Action

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Evaluate the roles and responsibilities of each family member in creating a healthy family unit.		<p>6.1.4 Analyze the role of family in teaching culture and traditions across the life span.</p> <p>6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.</p> <p>13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.</p> <p>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p>	<ul style="list-style-type: none"> Professional Presentation <p>FCCLA National Programs</p> <ul style="list-style-type: none"> Families First: Balancing Family and Career Families First: Families Today Families First: Meet the Challenge Families First: Parent Practice Families First: You-Me-Us Power of One: A Better You Power of One: Family Ties <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> Event Management Focus on Children Interpersonal Communications National Programs in Action
Analyze factors influencing date or mate selection.		<p>13.1.1 Analyze processes for building and maintaining interpersonal relationships.</p> <p>13.2.1 Analyze the effects of personal characteristics on relationships.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> Families First: Families Today Families First: Meet the Challenge Families First: You-Me-Us Power of One: A Better You Power of One: Family Ties Student Body: The Real You

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>13.2.2 Analyze the effect of personal needs on relationships.</p> <p>13.2.3 Analyze the effects of self-esteem and self-image on relationships.</p> <p>13.2.4 Analyze the effects of life span events and conditions on relationships.</p> <p>13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.</p>	<ul style="list-style-type: none"> • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation
Assess personal readiness and responsibilities for partnerships (e.g., marriage, family life).		<p>13.1.1 Analyze processes for building and maintaining interpersonal relationships.</p> <p>13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Event Management • Interpersonal Communications • National Programs in Action • Professional Presentation
Assess responsibilities and personal readiness for parenthood.		13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships. 15.1.1 Analyze parenting roles across the life span. 15.1.2 Analyze expectations and responsibilities of parenting. 15.1.3 Analyze influences of parenting practices on individuals, families, and society.	FCCLA National Programs <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Event Management • Focus on Children • Interpersonal Communications • National Programs in Action • Professional Presentation • Public Policy Advocate
Developing a Life-Management Plan			

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Examine the need for and benefits of a life-management plan.		<p>1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p> <p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: People • FACTS: Roads • FACTS: Vehicles • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • Leadership • National Programs in Action • Nutrition and Wellness

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> Professional Presentation Public Policy Advocate
Analyze personal factors (e.g., values, personality traits, education, economic situations, life changes) that can alter a life-management plan.		<p>1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p> <p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> FACTS: People FACTS: Roads FACTS: Vehicles Families First: Balancing Family and Career Families First: Families Today Families First: Meet the Challenge Families First: Parent Practice Families First: You-Me-Us Financial Fitness: Earning Financial Fitness: Protecting Financial Fitness: Saving Financial Fitness: Spending Power of One: A Better You Power of One: Family Ties STOP the Violence Student Body: The Fit You Student Body: The Healthy You Student Body: The Real You Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> Career Investigation Event Management Interpersonal Communications

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate
Develop a draft life-management plan that includes short- and long-term personal goals.	English: 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6	<p>1.1.5 Determine goals for life-long learning and leisure opportunities for all family members.</p> <p>2.6.1 Evaluate the need for personal and family financial planning.</p> <p>2.6.2 Apply financial management principles to individual and family financial practices.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: People • FACTS: Roads • FACTS: Vehicles • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Chapter Service Project Display • Entrepreneurship • Event Management • Interpersonal Communications • Job Interview • Leadership • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate
Evaluate use of time, money, and other resources needed to achieve personal goals.		2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals. 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants. 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families and communities.	FCCLA National Programs <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Chapter Service Project Display • Event Management • Interpersonal Communications • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate
Developing Strategies for Lifelong Career Planning			
Analyze the significance of work.		1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members. 1.1.4 Analyze potential effects of various career path decisions on balancing work and family.	FCCLA National Programs <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Focus on Children • Interpersonal Communications • Leadership • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sustainability Challenge
Analyze the importance of a strong work ethic.		1.2.8 Demonstrate employability skills, work ethics, and professionalism.	FCCLA National Programs <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Real You • Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Event Management • Interpersonal Communications • Leadership • National Programs in Action

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> Professional Presentation Public Policy Advocate
Evaluate career choices in relation to a personal life-management plan.		1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.	FCCLA National Programs <ul style="list-style-type: none"> Families First: Balancing Family and Career Families First: Families Today Families First: Meet the Challenge Families First: You-Me-Us Financial Fitness: Earning Financial Fitness: Saving Financial Fitness: Spending Power of One: A Better You Power of One: Family Ties Power of One: Working on Working FCCLA: STAR Events (2019) <ul style="list-style-type: none"> Career Investigation Entrepreneurship Event Management Interpersonal Communications Job Interview Leadership National Programs in Action Professional Presentation Public Policy Advocate

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Devise strategies for dealing with career changes.		1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.	FCCLA National Programs <ul style="list-style-type: none"> • FACTS: People • FACTS: Roads • FACTS: Vehicles • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Entrepreneurship • Event Management • Interpersonal Communications • Job Interview • Leadership • National Programs in Action • Professional Presentation

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> Public Policy Advocate
Practice job-search skills.		1.2.2 Demonstrate job seeking and job keeping skills.	FCCLA National Programs <ul style="list-style-type: none"> Families First: Meet the Challenge Power of One: A Better You Power of One: Working on Working Student Body: The Real You Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> Career Investigation Entrepreneurship Event Management Interpersonal Communications Job Interview Leadership National Programs in Action Professional Presentation
Developing a Plan for Financial Sustainability			
Explain the effects of the economy on personal income and individual and family security.		3.3.1 Explain the effects of the economy on personal income, individual and family security, and consumer decisions.	FCCLA National Programs <ul style="list-style-type: none"> FACTS: People FACTS: Roads FACTS: Vehicles Families First: Balancing Family and Career Families First: Families Today

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Speak Out for FCCLA • Power of One: Take the Lead • Power of One: Working on Working • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Entrepreneurship • Event Management • Interpersonal Communications • Job Interview • Leadership • National Programs in Action • Professional Presentation

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Analyze consumer rights and responsibilities.	History and Social Science: GOVT.16	<p>2.3.1 Analyze state and federal policies and laws providing consumer protection.</p> <p>2.3.2 Analyze how policies become laws relating to consumer rights.</p> <p>2.3.3 Apply skills to seek information regarding consumer rights.</p> <p>3.2.1 Analyze the role of advocacy groups at state, national, and international levels.</p> <p>3.2.3 Demonstrate strategies that enable consumers to become advocates.</p> <p>3.2.4 Analyze the effects of consumer protection laws on advocacy.</p> <p>3.2.5 Apply strategies to reduce the risk of consumer fraud.</p> <p>3.2.7</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Entrepreneurship • Event Management • Hospitality, Tourism, and Recreation • Interpersonal Communications • Leadership • National Programs in Action • Professional Presentation • Public Policy Advocate

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>Analyze the effects of business and industry policies and procedures on advocacy.</p> <p>3.2.8 Analyze the use of educational and promotional materials in consumer advocacy.</p>	
Evaluate sources of consumer information.		<p>3.2.3 Demonstrate strategies that enable consumers to become advocates.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Take the Lead • Power of One: Working on Working • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Event Management • Hospitality, Tourism, and Recreation • Interpersonal Communications • Leadership • National Programs in Action • Professional Presentation • Public Policy Advocate
Identify the components of a financial plan.	English: 9.5, 10.5, 11.5, 12.5	<p>2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>3.3.1 Explain the effects of the economy on personal income, individual and family security, and consumer decisions.</p> <p>3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: People • FACTS: Roads • FACTS: Vehicles • Families First: Families Today • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		3.3.6 Analyze the effect of key lifecycle transitions on financial planning.	<ul style="list-style-type: none"> • Event Management • Interpersonal Communications • National Programs in Action • Professional Presentation
Identify factors that contribute to establishing and maintaining a good credit rating.	English: 9.5, 10.5, 11.5, 12.5	3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations. 3.3.3 Analyze the effect of consumer credit on short- and long-term financial planning.	FCCLA National Programs <ul style="list-style-type: none"> • FACTS: Vehicles • Families First: Balancing Family and Career • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • National Programs in Action • Professional Presentation
Evaluate financial institutions and services (e.g.,		3.3.3	FCCLA National Programs <ul style="list-style-type: none"> • Financial Fitness: Earning • Financial Fitness: Protecting

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
savings, investments, credit).		<p>Analyze the effect of consumer credit on short- and long-term financial planning.</p> <p>3.3.4 Compare investment and savings alternatives.</p> <p>3.3.5 Examine the effects of risk management strategies on long-term financial planning.</p> <p>3.3.7 Explain the role of estate planning in long-term financial planning.</p>	<ul style="list-style-type: none"> • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Event Management • National Programs in Action • Professional Presentation • Public Policy Advocate
Compare investment and savings alternatives.	English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5	3.3.4 Compare investment and savings alternatives.	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Event Management • National Programs in Action • Professional Presentation
Evaluate risk-management		3.3.5	FCCLA National Programs

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
strategies in a personal financial plan.		Examine the effects of risk management strategies on long-term financial planning.	<ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Meet the Challenge • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Event Management • National Programs in Action • Professional Presentation • Public Policy Advocate
Identify financial needs throughout the life cycle.		3.3.6 Analyze the effect of key lifecycle transitions on financial planning.	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Event Management • Interpersonal Communications • National Programs in Action • Professional Presentation • Public Policy Advocate
Examining Components of Individual and Family Wellness			
Identify components (e.g., physical, environmental, emotional, social, intellectual, vocational, spiritual) that contribute to wellness practices across the life span.			<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: People • FACTS: Roads • FACTS: Vehicles • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Power of One: A Better You • Power of One: Family Ties

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Power of One: Working on Working • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Focus on Children • Food Innovations • Interpersonal Communications • Leadership • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Repurpose and Redesign • Sports Nutrition • Sustainability Challenge
Describe the characteristics of a healthy lifestyle and the consequences of lifestyle choices.		<p>14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.</p> <p>14.2.1</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: People • FACTS: Roads • FACTS: Vehicles • Families First: Balancing Family and Career • Families First: Families Today

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>Evaluate the effect of nutrition on health, wellness and performance.</p> <p>14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.</p>	<ul style="list-style-type: none"> • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Interpersonal Communications • National Programs in Action • Professional Presentation • Public Policy Advocate • Sports Nutrition • Teach and Train
Identify strategies to achieve and maintain wellness.	Science: BIO.4	<p>2.1.7 Apply consumer skills to decisions about recreation.</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: People • FACTS: Roads

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</p> <p>13.1.6 Demonstrate stress management strategies for family, work, and community settings.</p> <p>14.4.2 Analyze safety and sanitation practices.</p>	<ul style="list-style-type: none"> • FACTS: Vehicles • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Financial Fitness: Protecting • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Food Innovations • Interpersonal Communications • Leadership • National Programs in Action • Professional Presentation • Public Policy Advocate • Sports Nutrition
Identify strategies to manage stress.	Science: BIO.4		<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: People

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • FACTS: Roads • FACTS: Vehicles • Families First: Meet the Challenge • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Interpersonal Communications • National Programs in Action • Professional Presentation • Public Policy Advocate
Evaluate sources of wellness information.		<p>2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.</p> <p>2.4.2</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Meet the Challenge • Power of One: A Better You • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		Analyze how media and technological advances influence family and consumer decisions.	<ul style="list-style-type: none"> Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> National Programs in Action Nutrition and Wellness Professional Presentation Public Policy Advocate
Identify wellness goals as part of a personal life-management plan.	Science: BIO.4	13.1.6 Demonstrate stress management strategies for family, work, and community settings. 14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.	FCCLA National Programs <ul style="list-style-type: none"> Power of One: A Better You STOP the Violence Student Body: The Healthy You Student Body: The Real You Student Body: The Resilient You
Demonstrating Leadership Within the Community			
Explain responsible citizenship.	History and Social Science: GOVT.3, GOVT.16	1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals. 1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities. 1.3.3	

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>Analyze personal and family assets and skills that provide service to the community.</p> <p>2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.</p>	
Identify ethical, legal, and practical issues associated with individual actions.	History and Social Science: GOVT.9, GOVT.15	<p>1.1.4 Analyze potential effects of various career path decisions on balancing work and family.</p> <p>13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.</p> <p>13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.</p> <p>13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.</p> <p>13.6.2</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: People • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Power of One: A Better You • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Interpersonal Communications • Leadership • National Programs in Action • Parliamentary Procedure • Professional Presentation

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>Apply ethical guidelines when assessing interpersonal issues and situations.</p> <p>13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.</p> <p>13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.</p>	<ul style="list-style-type: none"> • Public Policy Advocate • Sustainability Challenge
Evaluate social and economic conditions affecting individual, family, and community well-being.	History and Social Science: GOVT.7, GOVT.8, GOVT.9, GOVT.15	<p>1.1.1 Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.</p> <p>1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.</p> <p>1.3.5 Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family.</p> <p>2.2.1</p>	<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>Analyze individual and family responsibility in relation to environmental trends and issues.</p> <p>6.1.2 Analyze the role of family in transmitting societal expectations.</p> <p>6.1.3 Analyze global influences on today's families.</p>	<ul style="list-style-type: none"> • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Focus on Children • Interpersonal Communications • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate
Analyze the purpose and benefits of community service.	History and Social Science: GOVT.16		<p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: Roads • FACTS: Vehicles • Families First: Meet the Challenge • Families First: You-Me-Us • Financial Fitness: Protecting • Power of One: A Better You • Power of One: Speak Out for FCCLA • Power of One: Take the Lead • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Focus on Children • Food Innovations • Hospitality, Tourism, and Recreation • Interpersonal Communications • Leadership • National Programs in Action • Nutrition and Wellness • Professional Presentation • Promote and Publicize FCCLA! • Public Policy Advocate
Complete a service learning project.	History and Social Science: GOVT.16		FCCLA National Programs <ul style="list-style-type: none"> • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Focus on Children • Food Innovations • Interpersonal Communications • Leadership • National Programs in Action • Nutrition and Wellness

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Parliamentary Procedure • Professional Presentation • Promote and Publicize FCCLA! • Public Policy Advocate • Repurpose and Redesign • Sustainability Challenge • Teach and Train