

Standards Correlations

Life Planning (8226, 8227)

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Demonstrating Personal Qualities and Abilities			
Demonstrate creativity and innovation.	<p>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</p> <p>History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1</p> <p>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*</p> <p>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1</p>		

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Demonstrate critical thinking and problem solving.	<p>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</p> <p>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</p> <p>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*</p> <p>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1</p>		
Demonstrate initiative and self-direction.	<p>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</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>		

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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 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		

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	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, 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 skills.	English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6		

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	History and Social Science: CE.1, CE.4, CE.12, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 8.4		
Demonstrate continuous learning and adaptability.	English: 6.1, 6.4, 6.7, 6.9, 7.1, 7.4, 7.7, 7.9, 8.1, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.3, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: BIO.1, CH.1, LS.1, PH.1, PH.4, PS.1		
Manage time and resources.	English: 6.1, 6.2, 6.4, 6.7, 6.9, 7.1, 7.2, 7.4, 7.7, 7.9, 8.1, 8.2, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.4, 8.11, 8.12, 8.13, 8.14, 8.17, 8.18, A.4, A.5, A.8, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6,		

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

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

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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: 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		

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
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 required of workers within an industry/organization.			
Examine principles of technology that underlie an industry/organization.			

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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 a student and in professional/civic organizations as an adult.			
Demonstrate leadership skills through participation in student			

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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 to the WBL experience.			
Participate in a WBL experience, when appropriate.			
Developing Career, Community, and Life Connections			

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
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 Science: WG.4; WHII.8; VUS.8, 10, 14; GOVT.14, 15</p>	<p>Career Connection</p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p>Families First</p> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Focus on Children • Interpersonal Communications 	<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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> National Programs in Action Professional Presentation 	
<p>Compare how families affect work life and how work life affects families.</p>	<p>English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1, 4; WHI.1; WHII.1, 8; VUS.1, 8, 10, 14; GOVT.1, 14, 15</p>	<p>Career Connection</p> <ul style="list-style-type: none"> My Skills My Life My Career My Plan <p>Families First</p> <ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice <p>Financial Fitness</p> <ul style="list-style-type: none"> Earning Spending Saving Protecting 	<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>

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		<p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Focus on Children • Interpersonal Communications • National Programs in Action • Professional Presentation 	
Develop strategies to manage and balance work and family roles.	<p>English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 11.2, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	<p>Career Connection</p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p>Families First</p> <ul style="list-style-type: none"> • Families Today 	<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</p>

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		<ul style="list-style-type: none"> • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <p>Financial Fitness</p> <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting <p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You 	<p>to prioritize tasks and achieve goals.</p>

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		Competitive Event--STAR Events <ul style="list-style-type: none"> • Focus on Children • Interpersonal Communications • National Programs in Action • Nutrition and Wellness • Professional Presentation 	
<p>Explain ways in which technology affects work and family dynamics.</p>	<p>English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.17; WHII.14; VUS.14; GOVT.16</p>	Career Connection <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan Families First <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice 	1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.

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		Financial Fitness <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting Power of One <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA Competitive Event--STAR Events <ul style="list-style-type: none"> • Interpersonal Communications • Job Interview • National Programs in Action • Professional Presentation 	
Analyze the interrelationships of individual, family,	English: 9.5, 10.5, 11.5, 12.5	Career Connection <ul style="list-style-type: none"> • My Skills 	1.1.5 Determine goals for life-long learning and leisure

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and work values and goals.	History and Social Science: WG.1, 5; WHI.1; WHII.1; VUS.1, 13, 14; GOVT.1, 9	<ul style="list-style-type: none"> • My Life • My Career • My Plan <p>Families First</p> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You 	<p>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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		Competitive Event--STAR Events <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation 	
Analyze potential effects of career path decisions on balancing work and family throughout family and career life cycles.	English: 9.5, 10.5, 11.5, 12.5	Career Connection <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan Families First <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice Power of One <ul style="list-style-type: none"> • A Better You 	1.1.4 Analyze potential effects of various career path decisions on balancing work and family.

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		<ul style="list-style-type: none"> • Family Ties • Working on Working • Take the Lead • Speak out for FCCA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • National Programs in Action • Professional Presentation 	
Examine some key local, national, and global policies, issues, and trends in the workplace and community that affect individuals and families.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: WG.4, 5, 17; WHI.14; VUS.14; GOVT.9, 11, 12, 13, 14, 15</p>	<p>Career Connection</p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA 	<p>2.5.3 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>

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		STAND Up <ul style="list-style-type: none"> Assess Educate Advocate Competitive Event--STAR Events <ul style="list-style-type: none"> 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 History and Social Science: VUS.14; GOVT.3, 14, 15	Career Connection <ul style="list-style-type: none"> My Skills My Life My Career My Plan Community Service <ul style="list-style-type: none"> Learn Serve Lead Families First	1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families. 2.3.1 Analyze state and federal policies and laws providing consumer protection. 7.2.1 Describe local, state, and national agencies and informal support resources providing human services.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> Assess Educate Advocate <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Interpersonal Communications National Programs in Action Professional Presentation 	

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Public Policy Advocate 	
Apply management and planning skills and processes to organize tasks and responsibilities within school, the workplace, and at home.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1, 16</p>	<p>Families First</p> <ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> National Programs in Action Professional Presentation 	<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>2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.</p> <p>2.1.6</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>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> <p>6.2.2 Analyze the effects of social and cultural diversity on individuals and families.</p> <p>13.3.4</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>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>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p> <p>Science: ES.1, BIO.1, CH.1, PH.1</p>	<p>Families First</p> <ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>Competitive Event--STAR Events</p>	<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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> National Programs in Action Professional Presentation 	
Identify adequate, reliable information and resources for problem solving.	<p>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	<p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> Assess Educate Advocate <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Interpersonal Communications National Programs in Action Professional Presentation 	<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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<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> <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, 9.6, 9.7, 10.3, 10.5, 10.6, 10.7, 11.3, 11.5, 11.6, 11.7, 12.3, 12.5, 12.6, 12.7</p> <p>History and Social Science: WG.1; WHI.1; WHIL.1; VUS.1; GOVT.1</p> <p>Science: ES.1, BIO.1, CH.1, PH.1</p>	<p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate 	<p>13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		Competitive Event--STAR Events <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation 	
Implement practical problem-solving steps in life situations.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1	Career Connection <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan Families First <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice Power of One <ul style="list-style-type: none"> • A Better You 	13.3.1 Analyze communication styles and their effects on relationships. 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. 13.3.3. Demonstrate effective listening and feedback techniques. 13.3.4 Analyze strategies to overcome communication barriers in

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Career Investigation • Focus on Children • Interpersonal Communications • Job Interview • National Programs in Action • Parliamentary Procedure 	<p>family, community, and work settings.</p> <p>13.3.7 Analyze the roles and functions of communication in family, work, and community settings.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Professional Presentation 	
Creating and Maintaining Healthy Relationships			
Identify factors that affect self-concept.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.5; GOVT.3	Community Service <ul style="list-style-type: none"> Learn Serve Lead Families First <ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice Power of One <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA STAND Up	6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members. 12.2.2 Analyze the influences of social, economic, and technological forces on individual growth and development. 12.2.3 Analyze the influences of gender, ethnicity, and culture on individual development. 12.2.4 Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development. 15.1.3

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Assess Educate Advocate <p>Student Body</p> <ul style="list-style-type: none"> The Healthy You The Fit You The Real You The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Career Investigation Interpersonal Communications Job Interview Leadership National Programs in Action Professional Presentation 	Analyze influences of parenting practices on individuals, families, and society.
Demonstrate positive self-worth in self and others.	<p>English: 9.1, 9.5, 10.1, 10.5, 11.1, 12.1, 11.5, 12.5</p> <p>History and Social Science: GOVT.3, 16</p>	<p>Community Service</p> <ul style="list-style-type: none"> Learn Serve Lead 	<p>6.1.5</p> <p>Analyze the role of family in developing independence, interdependence, and commitment of family members.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • Leadership • National Programs in Action • Professional Presentation 	<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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Identify characteristics of caring, respectful, and responsible relationships.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.3, 16	Community Service <ul style="list-style-type: none"> • Learn • Serve • Lead Power of One <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA STAND Up <ul style="list-style-type: none"> • Assess • Educate • Advocate Student Body <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You Competitive Event--STAR Events	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. 6.2.5 Analyze the effects of globalization and increasing diversity on individuals, families, and society. 13.1.1 Analyze processes for building and maintaining interpersonal relationships. 13.1.3 Compare physical, emotional, spiritual, and intellectual functioning in stable and unstable relationships. 13.1.4

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Chapter Service Project (Portfolio or Display) Focus on Children Interpersonal Communications Leadership National Programs in Action Professional Presentation 	<p>Analyze factors that contribute to healthy and unhealthy relationships.</p> <p>13.3.1 Analyze communication styles and their effects on relationships.</p>
Analyze the effects of dependence, independence, codependence, and interdependence on relationships.	<p>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	<p>Community Service</p> <ul style="list-style-type: none"> Learn Serve Lead <p>Families First</p> <ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties 	<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>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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Chapter Service Project (Portfolio or Display) • Focus on Children • Interpersonal Communications • Leadership • National Programs in Action 	

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Professional Presentation 	
Identify skills important in building and maintaining relationships with others.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHIL.1; VUS.1; GOVT.1, 3, 16	<p>Community Service</p> <ul style="list-style-type: none"> Learn Serve Lead <p>Families First</p> <ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> Assess Educate 	<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>13.5.4 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</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Advocate <p>Student Body</p> <ul style="list-style-type: none"> The Healthy You The Fit You The Real You The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Chapter Service Project (Portfolio or Display) Interpersonal Communications Leadership National Programs in Action Professional Presentation 	<p>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>English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Science: GOVT.3, 16</p>	<p>Community Service</p> <ul style="list-style-type: none"> Learn Serve Lead <p>Families First</p>	<p>1.2.3 Apply communication skills in school, community, and workplace settings and with diverse populations.</p> <p>1.2.4</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice <p>Japanese Exchange Program</p> <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Chapter Service Project (Portfolio or Display) Focus on Children Interpersonal Communications National Programs in Action Professional Presentation 	<p>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>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</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>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>
Apply strategies for conflict resolution.	<p>English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Science: WG.1, 18; WHI.1; WHII.1; VUS.1; GOVT.1, 3, 16</p>	<p>Families First</p> <ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Interpersonal Communications 	<p>13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.</p> <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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> National Programs in Action Professional Presentation 	<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>
Evaluate available resources for help in crisis situations.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: VUS.14; GOVT.3, 14, 15	<p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> Assess Educate Advocate <p>Student Body</p> <ul style="list-style-type: none"> The Real You The Resilient You 	<p>1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.</p> <p>13.4.6 Assess community resources that support conflict prevention and management.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		Competitive Event--STAR Events <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation 	
Identify characteristics and strategies to create and maintain a strong functional family.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.3, 16	Families First <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice Power of One <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA STAND Up <ul style="list-style-type: none"> • Assess 	6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members. 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Educate Advocate <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Focus on Children Interpersonal Communications National Programs in Action Professional Presentation 	
Evaluate the roles and responsibilities of each family member in creating a healthy family unit.	English: 9.5, 10.5, 11.5, 12.5	<p>Families First</p> <ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead 	<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</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Focus on Children • Interpersonal Communications • National Programs in Action • Professional Presentation 	<p>Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p>
<p>Analyze factors influencing partner selection.</p>	<p>English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.3, 16</p>	<p>Families First</p> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <p>Power of One</p>	<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>13.2.2</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Student Body</p> <ul style="list-style-type: none"> • The Real You • The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Focus on Children • Interpersonal Communications • National Programs in Action • Professional Presentation 	<p>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>
Assess personal readiness and	English: 9.5, 10.5, 11.5, 12.5	Families First	13.1.1

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
responsibilities for partnerships (e.g., marriage, family life).	History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1	<ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> Assess Educate Advocate <p>Student Body</p> <ul style="list-style-type: none"> The Real You The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Focus on Children 	<p>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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation 	
Assess responsibilities and personal readiness for becoming a caregiver.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1, 3, 16</p>	<p>Families First</p> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate 	<p>13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.</p> <p>15.1.1 Analyze parenting roles across the life span.</p> <p>15.1.2 Analyze expectations and responsibilities of parenting.</p> <p>15.1.3 Analyze influences of parenting practices on individuals, families, and society.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		Student Body <ul style="list-style-type: none"> • The Real You • The Resilient You Competitive Event--STAR Events <ul style="list-style-type: none"> • Focus on Children • Interpersonal Communications • National Programs in Action • Professional Presentation 	
Developing a Life-Management Plan			
Examine the need for and benefits of a life-management plan.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1	Community Service <ul style="list-style-type: none"> • Learn • Serve • Lead Families First <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career 	1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals. 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Parent Practice <p>Financial Fitness</p> <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting <p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You 	

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		Competitive Event--STAR Events <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • Leadership • National Programs in Action • Nutrition and Wellness • Professional Presentation 	
Analyze personal factors (e.g., values, personality traits, education, economic situations, life changes) that can alter a life-management plan.	English: 9.5, 10.5, 11.5, 12.5	Community Service <ul style="list-style-type: none"> • Learn • Serve • Lead Families First <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice Financial Fitness	1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals. 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting <p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Career Investigation 	

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Focus on Children • Interpersonal Communications • National Programs in Action • Professional Presentation 	
<p>Develop a draft life-management plan that includes short- and long-term personal goals.</p>	<p>English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	<p>Career Connection</p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p>Families First</p> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <p>Financial Fitness</p> <ul style="list-style-type: none"> • Earning • Spending • Saving 	<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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Protecting <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>Student Body</p> <ul style="list-style-type: none"> The Healthy You The Fit You The Real You The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Career Investigation Interpersonal Communications National Programs in Action Professional Presentation 	

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Evaluate use of time, money, and other resources needed to achieve personal goals.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.16	Career Connection <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan Families First <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice Financial Fitness <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting Power of One <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead 	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.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Speak out for FCCLA <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • Job Interview • National Programs in Action • Professional Presentation 	
Developing Strategies for Lifelong Career Planning			
Analyze the significance of work.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.4; WHIL.14; VUS.14; GOVT.14, 15, 16	<p>Career Connection</p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan 	<p>1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.</p> <p>1.1.4</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p>Families First</p> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <p>Financial Fitness</p> <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting <p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You 	<p>Analyze potential effects of various career path decisions on balancing work and family.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • The Resilient You Competitive Event--STAR Events <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • Job Interview • Leadership • National Programs in Action • Professional Presentation 	
Evaluate career choices in relation to a personal life-management plan.	<p>English: 9.1, 9.3, 9.5, 10.1, 10.3, 10.5, 11.1, 11.3, 11.5, 12.1, 12.3, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	Career Connection <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan Financial Fitness <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting 	1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • Job Interview • National Programs in Action • Nutrition and Wellness • Professional Presentation 	
Analyze the importance of a strong work ethic.	<p>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Science: GOVT.16</p>	<p>Career Connection</p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p>Power of One</p>	<p>1.2.8</p> <p>Demonstrate employability skills, work ethics, and professionalism.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • Job Interview • Leadership • National Programs in Action • Professional Presentation 	
Devise strategies for dealing with career changes.	<p>English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	<p>Career Connection</p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p>Families First</p> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge 	<p>1.1.6</p> <p>Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Balancing Family & Career Parent Practice <p>Financial Fitness</p> <ul style="list-style-type: none"> Earning Spending Saving Protecting <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>Student Body</p> <ul style="list-style-type: none"> The Healthy You The Fit You The Real You The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Career Investigation 	

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Communications • Job Interview • National Programs in Action • Professional Presentation 	
Practice job-search skills.	<p>English: 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</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	<p>Career Connection</p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • Job Interview 	<p>1.2.2</p> <p>Demonstrate job seeking and job keeping skills.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> National Programs in Action Professional Presentation 	
Developing a Plan for Financial Sustainability			
Explain the effects of the economic, environmental, and sociopolitical influences on personal income and workforce participation.	<p>English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Science: WG.1, 2, 4, 5, 14, 15, 16, 17, 18; WHI.1; WHII.1, 14; VUS.1, 14; GOVT.1, 9, 11, 12, 14, 15, 16</p>	<p>Career Connection</p> <ul style="list-style-type: none"> My Skills My Life My Career My Plan <p>Financial Fitness</p> <ul style="list-style-type: none"> Earning Spending Saving Protecting <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA 	<p>3.3.1</p> <p>Explain the effects of the economy on personal income, individual and family security, and consumer decisions.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		Competitive Event--STAR Events <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • Job Interview • National Programs in Action • Professional Presentation • Public Policy Advocate 	
Analyze consumer rights and responsibilities.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.17; WHII.8, 14; VUS.8, 14; GOVT. 2-3, 11, 14, 15, 16	Career Connection <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan Financial Fitness <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting Power of One	2.3.1 Analyze state and federal policies and laws providing consumer protection. 2.3.2 Analyze how policies become laws relating to consumer rights. 2.3.3 Apply skills to seek information regarding consumer rights. 3.2.1 Analyze the role of advocacy groups at state, national, and international levels.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Career Investigation • Interpersonal Communications • Job Interview • National Programs in Action • Nutrition and Wellness • Professional Presentation 	<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 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.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHII.1, 8; VUS.1, 8; GOVT.1, 7, 8, 9, 14, 15, 16	<p>Financial Fitness</p> <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting <p>Power of One</p>	<p>3.2.3 Demonstrate strategies that enable consumers to become advocates.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Interpersonal Communications • 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 History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1	<p>Financial Fitness</p> <ul style="list-style-type: none"> • Earning • Spending • Saving 	<p>2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Protecting <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> National Programs in Action Professional Presentation 	<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>3.3.6 Analyze the effect of key lifecycle transitions on financial planning.</p>
Identify factors that contribute to establishing and maintaining a good credit rating.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1, 15, 16	<p>Financial Fitness</p> <ul style="list-style-type: none"> Earning Spending Saving Protecting 	<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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation 	<p>3.3.3 Analyze the effect of consumer credit on short- and long-term financial planning.</p>
Evaluate financial institutions and services (e.g., savings, investments, credit).	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHIL.1; VUS.1; GOVT.1, 15, 16	<p>Financial Fitness</p> <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting <p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties 	<p>3.3.3 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</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Working on Working Take the Lead Speak out for FCCLA <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Interpersonal Communications National Programs in Action Professional Presentation 	<p>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>
Compare investment and savings alternatives.	<p>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1, 15, 16</p>	<p>Financial Fitness</p> <ul style="list-style-type: none"> Earning Spending Saving Protecting <p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA 	<p>3.3.4 Compare investment and savings alternatives.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		Competitive Event--STAR Events <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation 	
Evaluate risk-management strategies in a personal financial plan.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1, 16	Financial Fitness <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting Power of One <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA Competitive Event--STAR Events	3.3.5 Examine the effects of risk management strategies on long-term financial planning.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation 	
Identify financial needs throughout the life cycle.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: VUS.13, 14; GOVT.16</p>	<p>Families First</p> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <p>Financial Fitness</p> <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting <p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead 	<p>3.3.6</p> <p>Analyze the effect of key lifecycle transitions on financial planning.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation 	
Examining Components of Individual and Family Wellness			
Identify components (e.g., physical, environmental, emotional, social, intellectual, occupational, spiritual) that contribute to wellness practices across the life span.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.2, 4, 5, 14	<p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You 	<p>7.4.1 Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being.</p> <p>7.4.2 Analyze management and living environment issues of individuals and family</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • The Fit You • The Real You • The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Nutrition and Wellness • Professional Presentation • Sports Nutrition 	<p>conditions that influence their well-being</p> <p>7.4.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues of individuals and family conditions that influence their well-being</p> <p>14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.</p>
Describe the characteristics of a healthy lifestyle and the consequences of lifestyle choices.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	<p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You 	<p>14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.</p> <p>14.2.1 Evaluate the effect of nutrition on health, wellness and performance.</p> <p>14.2.2 Analyze the relationship of nutrition and wellness to</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> The Resilient You Competitive Event--STAR Events <ul style="list-style-type: none"> Interpersonal Communications Food Innovations National Programs in Action Nutrition and Wellness Professional Presentation! Public Policy Advocate Sports Nutrition 	individual and family health throughout the life span.
Identify strategies to achieve and maintain wellness.	<p>English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6</p> <p>History and Social Science: GOVT.14, 15</p>	Power of One <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA STAND Up <ul style="list-style-type: none"> Assess Educate Advocate 	<p>2.1.7 Apply consumer skills to decisions about recreation.</p> <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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Food Innovations • Interpersonal Communications • National Programs in Action • Nutrition and Wellness • Professional Presentation 	<p>14.4.2 Analyze safety and sanitation practices.</p>
Identify healthy strategies to manage stress.	English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5	<p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p>	<p>13.1.6 Demonstrate stress management strategies for family, work, and community settings.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> Assess Educate Advocate <p>Student Body</p> <ul style="list-style-type: none"> The Healthy You The Fit You The Real You The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> Interpersonal Communications National Programs in Action Nutrition and Wellness Professional Presentation 	
Evaluate sources of wellness information.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1	<p>Power of One</p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA 	<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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		STAND Up <ul style="list-style-type: none"> Assess Educate Advocate Student Body <ul style="list-style-type: none"> The Healthy You The Fit You The Real You The Resilient You Competitive Event--STAR Events <ul style="list-style-type: none"> Interpersonal Communications National Programs in Action Nutrition and Wellness Professional Presentation 	Analyze how media and technological advances influence family and consumer decisions.
Identify wellness goals as part of a personal life-management plan.	English: 9.5, 10.5, 11.5, 12.5	Power of One <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead 	13.1.6 Demonstrate stress management strategies for family, work, and community settings. 14.3.1

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Nutrition and Wellness • Professional Presentation • Sports Nutrition 	<p>Apply current dietary guidelines in planning to meet nutrition and wellness needs.</p>
Demonstrating Leadership Within the Community			

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Explain responsible citizenship.	<p>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1, 3, 16</p>	<p>Power of One</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation • Promote and Publicize FCCLA! • Public Policy Advocate 	<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>1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.</p> <p>1.3.3 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	English: 9.5, 10.5, 11.5, 12.5	<p>Power of One</p> <ul style="list-style-type: none"> • A Better You 	1.1.4

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
with individual actions.	History and Social Science: WG.1, 2; WHI.1; WHII.1, 11, 14; VUS.1, 14; GOVT.1, 3, 16	<ul style="list-style-type: none"> • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Parliamentary Procedure • Professional Presentation • Public Policy Advocate 	<p>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 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</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			Demonstrate ethical behavior in family, workplace, and community settings.
Evaluate social and economic conditions affecting individual, family, and community well-being.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.2, 4, 5, 14, 15, 16, 17, 18; WHII.14; VUS.14; GOVT.3, 8, 9, 11, 14, 15, 16	Families First <ul style="list-style-type: none"> Families Today You Me Us Meet the Challenge Balancing Family & Career Parent Practice Financial Fitness <ul style="list-style-type: none"> Earning Spending Saving Protecting Power of One <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA STAND Up <ul style="list-style-type: none"> Assess 	1.1.1 Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families. 1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics. 1.3.5 Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family. 2.2.1 Analyze individual and family responsibility in relation to environmental trends and issues. 6.1.2 Analyze the role of family in transmitting societal expectations.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • Educate • Advocate <p>Student Body</p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Professional Presentation • Public Policy Advocate 	<p>6.1.3 Analyze global influences on today's families.</p>
Complete a service-learning project that benefits the community.	<p>English: 9.3, 9.5, 9.8, 10.3, 10.5, 10.8, 11.3, 11.5, 11.8, 12.3, 12.5, 12.8</p> <p>History and Social Science: WG.1; WHI.1; WHIL.1; VUS.1; GOVT.1, 8, 9, 16</p>	<p>Community Service</p> <ul style="list-style-type: none"> • Learn • Serve • Learn <p>Power of One</p>	<p>1.2.6 Demonstrate leadership skills and abilities in school, workplace, and community settings.</p> <p>1.3.1</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p>STAND Up</p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p>Competitive Event--STAR Events</p> <ul style="list-style-type: none"> • Chapter Service Project (Portfolio or Display) • Interpersonal Communications • Leadership • National Programs in Action • Professional Presentation 	<p>Analyze goals that support individuals and family members in carrying out community and civic responsibilities.</p> <p>1.3.4</p> <p>Analyze community resources and systems of formal and informal support available to individuals and families.</p>