

# Standards Correlations

## Independent Living (8214, 8219)

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
<b>Demonstrating Personal Qualities and Abilities</b>			
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		
<b>Demonstrating Interpersonal Skills</b>			
Demonstrate conflict-resolution skills.	English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, VUS.1		
Demonstrate listening and speaking skills.	English: 6.1, 6.2, 6.4, 6.6, 7.1, 7.2, 7.4, 7.6, 8.1, 8.2, 8.4, 8.6, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate respect for diversity.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1		

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

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



<b>Task</b>	<b>SOL Correlations</b>	<b>FCCLA Correlations</b>	<b>FACS National Standards Correlations</b>
Demonstrate workplace safety.	English: 6.4, 7.4, 8.4, 9.5, 10.5, 11.5, 12.5 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1		
<b>Examining All Aspects of an Industry</b>			
Examine aspects of planning within an industry/organization.	History and Social Science: GOVT.16		
Examine aspects of management within an 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		
<b>Addressing Elements of Student Life</b>			
Identify the purposes and goals of the student organization.			
Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.			
Demonstrate leadership skills through participation in student			

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organization activities, such as meetings, programs, and projects.			
Identify Internet safety issues and procedures for complying with acceptable use standards.			
<b>Exploring Work-Based Learning</b>			
Identify the types of work-based learning (WBL) opportunities.			
Reflect on lessons learned during the WBL experience.			
Explore career opportunities related to the WBL experience.			
Participate in a WBL experience, when appropriate.			
<b>Balancing Work and Family</b>			

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Identify the meaning of work and the meaning of family.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WG 17 WHII 8, 14 VUS 8, 14 Govt 14, 15</p>	<p><b><u>Career Connection</u></b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b><u>Community Service</u></b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>	<p>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>

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		<p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Event Management</li> <li>• Focus on Children</li> <li>• Food Innovations</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	

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Identify strategies for balancing work and family roles.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences:</p> <p>WG 17</p> <p>WHII 8, 14</p> <p>VUS 8, 14</p> <p>Govt 14, 15</p>	<p><b><u>Career Connection</u></b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul>	<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>

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		<ul style="list-style-type: none"> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Event Management</li> <li>• Focus on Children</li> <li>• Food Innovations</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Promote and Publicize FCCLA!</li> <li>• Public Policy Advocate</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Describe the interplay between work life and family life.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences:</p> <p>WG 17</p>	<p><b><u>Career Connection</u></b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul>	<p>1.1.5 Determine goals for life-long learning and leisure opportunities for all family members.</p> <p>1.1.6</p>

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	WHII 8, 14 VUS 8, 14 Govt 14, 15	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>Families Today</li> <li>You Me Us</li> <li>Meet the Challenge</li> <li>Balancing Family &amp; Career</li> <li>Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>Earning</li> <li>Spending</li> <li>Saving</li> <li>Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>Assess</li> <li>Educate</li> <li>Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>The Healthy You</li> <li>The Fit You</li> </ul>	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.



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		<ul style="list-style-type: none"> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Event Management</li> <li>• Focus on Children</li> <li>• Food Innovations</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Promote and Publicize FCCLA!</li> <li>• Public Policy Advocate</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Explain how social, economic, and technological changes and trends	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences:</p>	<p><b><u>Career Connection</u></b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> </ul>	<p>1.1.2</p> <p>Analyze the effects of social, economic, and technological changes on work and family dynamics.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
affect work and family dynamics.	WG 17 WHII 8, 14 VUS 8, 14 Govt 14, 15	<ul style="list-style-type: none"> <li>• My Plan</li> </ul> <p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul>	

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Event Management</li> <li>• Focus on Children</li> <li>• Food Innovations</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Promote and Publicize FCCLA!</li> <li>• Public Policy Advocate</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Apply problem-solving processes to identify solutions to work or family situations.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences:</p> <p>WG 17</p>	<p><b><u>Career Connection</u></b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul>	<p>1.2.1</p> <p>Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
	WHII 8, 14 VUS 8, 14 Govt 14, 15	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>Families Today</li> <li>You Me Us</li> <li>Meet the Challenge</li> <li>Balancing Family &amp; Career</li> <li>Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>Earning</li> <li>Spending</li> <li>Saving</li> <li>Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>Assess</li> <li>Educate</li> <li>Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>The Healthy You</li> <li>The Fit You</li> </ul>	<p>1.2.4 Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</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 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> <p>2.1.2</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Event Management</li> <li>• Focus on Children</li> <li>• Food Innovations</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Parliamentary Procedure</li> <li>• Professional Presentation</li> <li>• Promote and Publicize FCCLA!</li> <li>• Public Policy Advocate</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	Analyze how individuals and families make choices to satisfy needs and wants.
Evaluate how one's values influence his/her decision making.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences:</p>	<p><b><u>Career Connection</u></b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> </ul>	<p><b><u>Reasoning for Action Standard</u></b> – Use reasoning processes, individually and collaboratively, to take</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
	WG 17 WHII 8, 14 VUS 8, 14 Govt 14, 15	<ul style="list-style-type: none"> <li>• My Plan</li> </ul> <p><b><u>Community Service</u></b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> </ul>	responsible action in families, workplaces, and communities.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>Educate</li> <li>Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>The Healthy You</li> <li>The Fit You</li> <li>The Real You</li> <li>The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>Event Management</li> <li>Focus on Children</li> <li>Food Innovations</li> <li>Interpersonal Communications</li> <li>Leadership</li> <li>National Programs in Action</li> <li>Professional Presentation</li> <li>Check the national website for online events</li> <li>Check the website for skill events</li> </ul>	
<b>Creating and Maintaining Healthy Relationships</b>			
Explain the benefits of establishing and	English: 9.5, 10.5, 11.5, 12.5	<b><u>Families First</u></b>	13.1.1

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
maintaining healthy relationships.		<ul style="list-style-type: none"> <li>Families Today</li> <li>You Me Us</li> <li>Meet the Challenge</li> <li>Balancing Family &amp; Career</li> <li>Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>Assess</li> <li>Educate</li> <li>Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>The Healthy You</li> <li>The Fit You</li> <li>The Real You</li> <li>The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>Focus on Children</li> <li>Interpersonal Communications</li> </ul>	<p>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> <p>6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.</p> <p>6.2.3 Analyze the effects of empathy for diversity on individuals in family, work, and community settings.</p> <p>6.2.5 Analyze the effects of globalization and increasing</p>



Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Promote and Publicize FCCLA!</li> <li>• Public Policy Advocate</li> <li>• Say Yes to FCS Education</li> <li>• Teach and Train</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	diversity on individuals, families, and society.
Identify the situational guidelines that influence behavior in interpersonal relationships.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Community Service</u></b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p>	<p>13.1 Analyze functions and expectations of various types of relationships.</p> <p>13.6 Demonstrate standards that guide behavior in interpersonal relationships.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Promote and Publicize FCCLA!</li> <li>• Teach and Train</li> <li>• Check the national website</li> </ul>	

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		for online events <ul style="list-style-type: none"> <li>• Check the website for skill events</li> </ul>	
Identify conflict-resolution methods.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul>	13.4.4 Demonstrate nonviolent strategies that address conflict. 13.4.5 Demonstrate effective responses to harassment. 13.4.6 Assess community resources that support conflict prevention and management. 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<b><u>Competitive Event--STAR Events</u></b> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Parliamentary Procedure</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Evaluate conflict-prevention and management techniques.	English: 9.5, 10.5, 11.5, 12.5	<b><u>Community Service</u></b> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <b><u>Families First</u></b> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul>	13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict. 32 13.4.2 Explain how similarities and differences among people affect conflict prevention and management. 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Identify aspects of mental illness that can affect healthy relationships.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Community Service</u></b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul>	

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<u><b>Student Body</b></u> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <u><b>Competitive Event--STAR Events</b></u> <ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Promote and Publicize FCCLA!</li> <li>• Public Policy Advocate</li> <li>• Teach and Train</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
<b>Managing Resources to Achieve Goals</b>			
Distinguish between wants and needs.	English: 9.5, 10.5, 11.5, 12.5	<u><b>Career Connection</b></u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> </ul>	1.1.5 Determine goals for life-long learning and leisure

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b><u>Community Service</u></b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p>	<p>opportunities for all family members.</p> <p>1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.</p> <p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p>



Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Promote and Publicize FCCLA!</li> <li>• Public Policy Advocate</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Develop short- and long-term personal goals.	English: 9.3, 9.5, 9.6, 10.3, 10.5, 10.6, 11.3, 11.5, 11.6, 12.3, 12.5, 12.6	<p><b><u>Career Connection</u></b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b><u>Community Service</u></b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>FACTS (Families Acting for Community Traffic Safety)</u></b></p> <ul style="list-style-type: none"> <li>• People</li> <li>• Vehicle</li> <li>• Roads</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul>	<p>1.1.5 Determine goals for life-long learning and leisure opportunities for all family members.</p> <p>1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.</p> <p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p>

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Use the FCCLA planning process to achieve individual and group goals.	English: 9.1, 10.1, 11.1, 12.1	<p><b><u>Career Connection</u></b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b><u>Community Service</u></b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>FACTS (Families Acting for Community Traffic Safety)</u></b></p> <ul style="list-style-type: none"> <li>• People</li> <li>• Vehicle</li> <li>• Roads</li> </ul>	<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>1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.</p> <p>13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.</p> <p>13.5.6</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• Leadership</li> </ul>	<p>Create strategies to integrate new members into the team.</p> <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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>National Programs in Action</li> <li>Professional Presentation</li> <li>Promote and Publicize FCCLA!</li> <li>Check the national website for online events</li> <li>Check the website for skill events</li> </ul>	
<b>Investigating Career Development Opportunities</b>			
Research career options within the family and consumer sciences (FCS) career clusters/pathways.	<p>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: Govt 8, 9, 14, 15</p>	<p><b><u>Career Connection</u></b></p> <ul style="list-style-type: none"> <li>My Skills</li> <li>My Life</li> <li>My Career</li> <li>My Plan</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>Entrepreneurship</li> <li>Event Management</li> <li>Hospitality, Tourism and</li> </ul>	<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>1.2.2 Demonstrate job seeking and job keeping skills.</p> <p>1.2.3 Apply communication skills in school, community and workplace settings and with diverse populations.</p> <p>7.1.3 Summarize education and training requirements and</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		Recreation <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Promote and Publicize FCCLA!</li> <li>• Say Yes to FCS Education</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	opportunities for career paths in family and human services. 7.1.5 Create an employment portfolio to communicate family and human services knowledge and skills.
Set short- and long-term career goals related to career choice.	English: 9.5, 10.5, 11.5, 12.5	<u><b>Career Connection</b></u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u><b>Financial Fitness</b></u> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <u><b>Power of One</b></u>	1.1.5 Determine goals for life-long learning and leisure opportunities for all family members. 1.2.2 Demonstrate job seeking and job keeping skills. 1.2.3 Apply communication skills in school, community and workplace settings and with diverse populations. 2.1.2

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families and communities.</p> <p>2.5.2 Analyze individual and family roles in the economic system.</p> <p>2.5.4 50 Analyze practices that allow families to maintain economic self-sufficiency.</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>3.1.2 Analyze opportunities for employment and entrepreneurial endeavors.</p> <p>3.1.3 Summarize education and training requirements and</p>



Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>opportunities for career paths in consumer services.</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> <p>7.1.5 Create an employment portfolio to communicate family and human services knowledge and skills.</p>
<b>Making Responsible Consumer Choices</b>			
Evaluate sources of consumer information.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> </ul>	<p>2.3.3 Apply skills to seek information regarding consumer rights.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
	History and Social Sciences: WG 17 WHII 8, 14 VUS 8, 14 Govt 7, 8, 9, 14, 15	<ul style="list-style-type: none"> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>Assess</li> <li>Educate</li> <li>Advocate</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>Interpersonal Communications</li> <li>National Programs in Action</li> <li>Professional Presentation</li> <li>Public Policy Advocate</li> <li>Check the national website for online events</li> <li>Check the website for skill events</li> </ul>	2.4.2 Analyze how media and technological advances influence family and consumer decisions. 3.2.6 Analyze the role of media in consumer advocacy.
Identify strategies for a planned buying process.	English: 9.5, 10.5, 11.5, 12.5  History and Social Sciences: WG 17 WHII 8, 14	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>Families Today</li> <li>You Me Us</li> <li>Meet the Challenge</li> <li>Balancing Family &amp; Career</li> </ul>	2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals. 2.1.2

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
	VUS 8, 14 Govt 7, 8, 9, 14, 15	<ul style="list-style-type: none"> <li>• Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Check the national website for online events</li> </ul>	Analyze how individuals and families make choices to satisfy needs and wants.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		Check the website for skill events	
Describe consumer rights and responsibilities.	English: 9.5, 10.5, 11.5, 12.5 History and Social Sciences: WG 17 WHII 8, 14 VUS 8, 14 Govt 7, 8, 9, 14, 15	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>Families Today</li> <li>You Me Us</li> <li>Meet the Challenge</li> <li>Balancing Family &amp; Career</li> <li>Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>Earning</li> <li>Spending</li> <li>Saving</li> <li>Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>Assess</li> <li>Educate</li> <li>Advocate</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p>	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. 2.5.3 Analyze economic effects of laws and regulations that pertain to consumers and providers of services. 3.2.5 Apply strategies to reduce the risk of consumer fraud.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
<b>Managing Personal and Family Finances</b>			
Describe the importance of the fundamental principles of economics on personal finances.	English: 9.5, 10.5, 11.5, 12.5 History and Social Sciences: WG 17 WHII 8, 14 VUS 8, 14 Govt 7, 8, 9, 14, 15	<u><b>Career Connection</b></u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u><b>Families First</b></u> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <u><b>Financial Fitness</b></u> <ul style="list-style-type: none"> <li>• Earning</li> </ul>	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. 2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings. 2.4.2 61

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>Analyze how media and technological advances influence family and consumer decisions.</p> <p>2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families and communities.</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>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>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Evaluate personal banking services.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences:</p> <p>WG 17</p> <p>WHII 8, 14</p> <p>VUS 8, 14</p> <p>Govt 7, 8, 9, 14, 15</p>	<p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>2.3.2 Analyze how policies become laws relating to consumer rights.</p> <p>2.4.3 Assess the use of technology and its effect on quality of life.</p> <p>2.5.3 Analyze economic effects of laws and regulations that pertain to consumers and providers of services.</p> <p>2.6.1 Evaluate the need for personal and family financial planning.</p> <p>2.6.4 Evaluate personal and legal documents related to effective management of individual and family finances.</p> <p>3.3.1 Explain the effects of the economy on personal income, individual and family security, and consumer decisions.</p> <p>3.3.3 Analyze the effect of consumer credit on short- and long-term financial planning.</p> <p>3.3.4</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			Compare investment and savings alternatives. 3.3.5 Examine the effects of risk management strategies on long-term financial planning.
Identify savings and investment options.	<p>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Sciences:</p> <p>WG 17</p> <p>WHII 8, 14</p> <p>VUS 8, 14</p> <p>Govt 7, 8, 9, 14, 15</p>	<p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<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> <p>2.6.1 Evaluate the need for personal and family financial planning.</p> <p>2.6.3 Apply management principles to decisions about insurance for individuals and families.</p> <p>2.6.4 Evaluate personal and legal documents related to effective management of individual and family finances.</p> <p>3.2.4 Analyze the effects of consumer protection laws on advocacy.</p>



Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>3.2.5 Apply strategies to reduce the risk of consumer fraud.</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>3.3.4 Compare investment and savings alternatives.</p> <p>3.3.5 Examine the effects of risk management strategies on long-term financial planning.</p> <p>3.3.6 Analyze the effect of key lifecycle transitions on financial planning.</p> <p>3.3.7</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>Explain the role of estate planning in long-term financial planning.</p> <p>72</p> <p>3.3.8</p> <p>Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.</p>
Identify the influence of a credit report.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WG 17</p> <p>WHII 8, 14</p> <p>VUS 8, 14</p> <p>Govt 7, 8, 9, 14, 15</p>	<p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in</li> </ul>	<p>2.1.1</p> <p>Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>2.1.2</p> <p>Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>2.1.3</p> <p>80</p> <p>Analyze decisions about providing safe and nutritious food for individuals and families.</p> <p>2.1.4</p> <p>Apply consumer skills to providing and maintaining clothing.</p> <p>2.1.5</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p>Action</p> <ul style="list-style-type: none"> <li>Professional Presentation</li> <li>Public Policy Advocate</li> <li>website for online events</li> <li>Check the website for skill events</li> </ul>	<p>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>2.4.1 Analyze the types of technology and software programs that affect family and consumer decision-making.</p> <p>2.4.2 Analyze how media and technological advances influence family and consumer decisions.</p> <p>2.4.3 Assess the use of technology and its effect on quality of life.</p> <p>2.5.1</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>Analyze the use of resources in making choices that satisfy needs and wants of individuals and families and communities.</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>2.6.3 Apply management principles to decisions about insurance for individuals and families.</p> <p>2.6.4 Evaluate personal and legal documents related to effective management of individual and family finances.</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</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.</p> <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>3.3.6 Analyze the effect of key lifecycle transitions on financial planning.</p> <p>3.3.7 Explain the role of estate planning in long-term financial planning.</p> <p>3.3.8 Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.</p>
Describe identity theft.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WG 17</p>	<p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> </ul>	

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
	WHII 8, 14 VUS 8, 14 Govt 7, 8, 9, 14, 15	<ul style="list-style-type: none"> <li>Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>Interpersonal Communications</li> <li>Leadership</li> <li>National Programs in Action</li> <li>Professional Presentation</li> <li>Public Policy Advocate</li> <li>Check the national website for online events</li> <li>Check the website for skill events</li> </ul>	
Identify strategies for making decisions about debt.	English: 9.5, 10.5, 11.5, 12.5 History and Social Sciences: WG 17 WHII 8, 14 VUS 8, 14	<p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>Earning</li> <li>Spending</li> <li>Saving</li> <li>Protecting</li> </ul> <p><b><u>Power of One</u></b></p>	2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals. 2.1.2

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
	Govt 7, 8, 9, 14, 15	<ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>2.3.1 Analyze state and federal policies and laws providing consumer protection.</p> <p>2.3.3 Apply skills to seek information regarding consumer rights.</p> <p>2.4.2 Analyze how media and technological advances influence family and consumer decisions.</p> <p>2.4.3 Assess the use of technology and its effect on quality of life.</p> <p>2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families and communities.</p> <p>2.5.2 Analyze individual and family roles in the economic system.</p> <p>2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.</p> <p>2.6.1</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>Evaluate the need for personal and family financial planning. 2.6.2 Apply financial management principles to individual and family financial practices. 2.6.4 Evaluate personal and legal documents related to effective management of individual and family finances. 3.1.1 Explain roles and functions of individuals engaged in consumer service careers. 88 3.1.3 Summarize education and training requirements and opportunities for career paths in consumer services. 3.2.5 Apply strategies to reduce the risk of consumer fraud. 3.3.1 Explain the effects of the economy on personal income, individual and family security, and consumer</p>



Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>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>3.3.3 Analyze the effect of consumer credit on short- and long-term financial planning.</p> <p>3.3.8 Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.</p>
Identify strategies for managing risk.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WG 17 WHII 8, 14 VUS 8, 14 Govt 7, 8, 9, 14, 15</p>	<p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> </ul>	<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</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>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 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>2.4.1 Analyze the types of technology and software programs that</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>affect family and consumer decision-making.</p> <p>2.4.2 Analyze how media and technological advances influence family and consumer decisions.</p> <p>74</p> <p>2.4.3 Assess the use of technology and its effect on quality of life.</p> <p>2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families and communities.</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>2.6.3 Apply management principles to decisions about insurance for individuals and families.</p> <p>2.6.4 Evaluate personal and legal documents related to effective</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>management of individual and family finances.</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>3.3.3 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 Examine the effects of risk management strategies on long-term financial planning.</p> <p>3.3.6</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>Analyze the effect of key lifecycle transitions on financial planning.</p> <p>3.3.7 Explain the role of estate planning in long-term financial planning.</p> <p>3.3.8 Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.</p>
List legal documents related to home, personal, and family management.	English: 9.6, 10.6, 11.6, 12.6	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> </ul>	<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>2.5.1 Analyze the use of resources in making choices that satisfy</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>needs and wants of individuals and families and communities.</p> <p>2.5.2 Analyze individual and family roles in the economic system.</p> <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> <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>2.6.4 Evaluate personal and legal documents related to effective management of individual and family finances.</p> <p>83</p> <p>3.2.5</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>Apply strategies to reduce the risk of consumer fraud.</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>3.3.3 Analyze the effect of consumer credit on short- and long-term financial planning.</p> <p>3.3.5 Examine the effects of risk management strategies on long-term financial planning.</p>
Develop a spending plan.	English: 9.1, 10.1, 11.1, 12.1	<p><b><u>Career Connection</u></b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b><u>Families First</u></b></p>	<p>2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>2.1.2</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>Families Today</li> <li>You Me Us</li> <li>Meet the Challenge</li> <li>Balancing Family &amp; Career</li> <li>Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>Earning</li> <li>Spending</li> <li>Saving</li> <li>Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>Event Management</li> <li>Interpersonal Communications</li> <li>National Programs in Action</li> <li>Professional Presentation</li> <li>Check the national website for online events</li> </ul>	<p>Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>2.1.3 65</p> <p>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 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</p>



Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>Check the website for skill events</li> </ul>	<p>family members.</p> <p>2.4.1 Analyze the types of technology and software programs that affect family and consumer decision-making.</p> <p>2.4.2 Analyze how media and technological advances influence family and consumer decisions.</p> <p>2.4.3 Assess the use of technology and its effect on quality of life.</p> <p>2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families and communities.</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>2.6.3 Apply management principles to decisions about insurance for individuals and families.</p> <p>2.6.4</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>Evaluate personal and legal documents related to effective management of individual and family finances.</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>3.3.3 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>3.3.6 Analyze the effect of key lifecycle transitions on financial planning.</p> <p>3.3.7</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>Explain the role of estate planning in long-term financial planning.</p> <p>3.3.8</p> <p>Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.</p>
<b>Creating and Maintaining a Living Environment</b>			
Examine rights and responsibilities of homeowners, landlords, and tenants.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WG 17</p> <p>WHII 8, 14</p> <p>VUS 8, 14</p> <p>Govt 7, 8, 9, 14, 15</p>	<p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p>2.1.5</p> <p>Apply consumer skills to decisions about housing, utilities, and furnishings.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>Public Policy Advocate</li> <li>Check the national website for online events</li> <li>Check the website for skill events</li> </ul>	
Compare housing options.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>Families Today</li> <li>You Me Us</li> <li>Meet the Challenge</li> <li>Balancing Family &amp; Career</li> <li>Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>Earning</li> <li>Spending</li> <li>Saving</li> <li>Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>Assess</li> </ul>	<p>11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.</p> <p>11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.</p> <p>11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.</p> <p>11.6.2 Assess client's community, family, and financial resources needed to achieve housing and interior design goals.</p> <p>2.1.5</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>Educate</li> <li>Advocate</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>National Programs in Action</li> <li>Professional Presentation</li> <li>Public Policy Advocate</li> <li>Check the national website for online events</li> <li>Check the website for skill events</li> </ul>	Apply consumer skills to decisions about housing, utilities, and furnishings.
Explain the home-seeking process.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>Families Today</li> <li>You Me Us</li> <li>Meet the Challenge</li> <li>Balancing Family &amp; Career</li> <li>Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>Earning</li> <li>Spending</li> <li>Saving</li> <li>Protecting</li> </ul> <p><b><u>Power of One</u></b></p>	<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>2.5.1</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>Analyze the use of resources in making choices that satisfy needs and wants of individuals and families and communities. 2.5.2</p> <p>Analyze individual and family roles in the economic system. 2.5.3</p> <p>Analyze economic effects of laws and regulations that pertain to consumers and providers of services. 2.5.4</p> <p>Analyze practices that allow families to maintain economic self-sufficiency. 2.6.2</p> <p>Apply financial management principles to individual and family financial practices. 2.6.4</p> <p>Evaluate personal and legal documents related to effective management of individual and family finances. 3.2.5</p> <p>Apply strategies to reduce the risk of consumer fraud. 3.3.1</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>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>3.3.3 Analyze the effect of consumer credit on short- and long-term financial planning.</p> <p>3.3.5 Examine the effects of risk management strategies on long-term financial planning.</p>
Outline necessary home-maintenance tasks with regard to resources and abilities.	English: 9.6, 10.6, 11.6, 12.6	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> </ul>	<p>2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.</p> <p>5.2.1</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>Apply environmental services standards and procedures in residential and commercial settings.</p> <p>5.2.2 Operate cleaning equipment and tools.</p> <p>5.2.3 Manage use of supplies.</p> <p>5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.</p> <p>5.2.6 Analyze energy efficient methods and practices in a variety of geographic and cultural settings.</p>
Design a living environment to meet personal, family, and financial needs.	English: 9.1, 10.1 11.1, 12.1	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul>	<p>11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.</p> <p>11.2.2 Analyze the psychological impact that the principles and</p>



Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Interior Design</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Repurpose and Redesign</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>elements of design have on the individual.</p> <p>11.2.3</p> <p>Analyze the effects that the principles and elements of design have on aesthetics and function.</p> <p>2.1.5</p> <p>Apply consumer skills to decisions about housing, utilities, and furnishings.</p>
<b>Obtaining and Maintaining Clothing for Self and Family</b>			

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Identify factors to consider when selecting clothing.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Fashion Construction</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Repurpose and Redesign</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>15.3.2 Analyze community resources that provide opportunities related to parenting.</p> <p>16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</p> <p>2.1.4 Apply consumer skills to providing and maintaining clothing.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Demonstrate clothing maintenance.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Fashion Construction</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Repurpose and Redesign</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.</p> <p>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel.</p> <p>16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.</p> <p>2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>2.1.4 Apply consumer skills to providing and maintaining clothing.</p>
<b>Planning, Preparing, and Serving Nutritious Foods</b>			

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Identify grocery shopping strategies.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Financial Fitness</u></b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Event Management</li> <li>• Food Innovations</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Check the national website</li> </ul>	<p>14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		for online events <ul style="list-style-type: none"> <li>• Check the website for skill events</li> </ul>	
Evaluate the nutritional information of various foods.	English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Food Innovations</li> <li>• Interpersonal</li> </ul>	14.1.5 Analyze legislation and regulations related to nutrition and wellness. 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness. 2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p>Communications</p> <ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Sports Nutrition</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Demonstrate food safety and sanitation procedures.	<p>English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6</p> <p>Science: BIO.4</p>	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Event Management</li> <li>• Food Innovations</li> </ul>	<p>14.4.1 Analyze conditions and practices that promote safe food handling.</p> <p>2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.</p> <p>9.2.1 Analyze factors that contribute to food borne illness</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>National Programs in Action</li> <li>Nutrition and Wellness</li> <li>Professional Presentation</li> <li>Sports Nutrition</li> <li>Check the national website for online events</li> <li>Check the website for skill events</li> </ul>	
Identify food-preservation methods.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>Families Today</li> <li>You Me Us</li> <li>Meet the Challenge</li> <li>Balancing Family &amp; Career</li> <li>Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>Food Innovations</li> <li>National Programs in Action</li> </ul>	2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Identify preparation techniques for preserving nutritional value in food.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p>	8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.



Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Food Innovations</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Sports Nutrition</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Describe strategies for healthy eating.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> </ul>	<p>14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>Focus on Children</li> <li>Food Innovations</li> <li>National Programs in Action</li> <li>Nutrition and Wellness</li> <li>Professional Presentation</li> <li>Sports Nutrition</li> <li>Check the national website for online events</li> <li>Check the website for skill events</li> </ul>	
Demonstrate the ability to prepare nutritious meals.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>Families Today</li> <li>You Me Us</li> <li>Meet the Challenge</li> <li>Balancing Family &amp; Career</li> <li>Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> </ul>	2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Food Innovations</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Sports Nutrition</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Demonstrate the ability to serve nutritious meals.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> </ul>	<p>9.3.7 Plan menus, applying the exchange system to meet various nutrient needs.</p> <p>14.3.3 Demonstrate ability to select, store, prepare, and serve</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Food Innovations</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Sports Nutrition</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	<p>nutritious, aesthetically pleasing food and food product.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
<b>Exploring Human Development</b>			
Identify principles of human growth and development.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>Science: BIO.4</p>	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	12.1 Analyze physical, emotional, social, moral, and cognitive development.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Describe conditions that influence human growth and development.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WG 17 WHII 8, 14 VUS 8, 14 Govt 14, 15</p> <p>Science: BIO.4</p>	<p><b><u>Community Service</u></b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> </ul>	12.2 Analyze conditions that influence human growth and development.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Sports Nutrition</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Identify roles and responsibilities of caregiving.	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p>	7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and human services.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p> <ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	
Identify caregiving practices that maximize human	English: 9.5, 10.5, 11.5, 12.5	<p><b><u>Community Service</u></b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> </ul>	7.3 Demonstrate professional behaviors, skills, and knowledge



Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
growth and development.		<ul style="list-style-type: none"> <li>• Lead</li> </ul> <p><b><u>Families First</u></b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b><u>Power of One</u></b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b><u>STAND Up</u></b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b><u>Student Body</u></b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b><u>Competitive Event--STAR Events</u></b></p>	in providing family and human services.

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Teach and Train</li> <li>• Check the national website for online events</li> <li>• Check the website for skill events</li> </ul>	