

Standards Correlations

Introduction to Early Childhood Education (8234, 8233)

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

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

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

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

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

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Collaborate with team members	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrating Professional Competencies			
Demonstrate big-picture thinking.	English: 6.1, 6.4, 7.1, 7.4, 8.1, 8.4, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate career- and life-management skills.	English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6 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,		

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	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, AFDA.7, AFDA.8, COM.1, COM.3, COM.5, COM.8		
Demonstrate information-literacy skills.	English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.9, 9.2, 9.5, 9.6, 9.8, 10.2, 10.5,		

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	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.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 7.8, 7.9, 8.11, 8.12, A.8, A.9, AFDA.3, AFDA.4, AFDA.6, AFDA.7, AFDA.8, DM.8, PS.1*, PS.2*, PS.3*, PS.4*, PS.7*, PS.8*, PS.9*, PS.10* Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1		
Demonstrate an understanding of information security.	English: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.5, 9.6, 9.8, 10.1, 10.2, 10.5, 10.6, 10.8, 11.1, 11.2, 11.5, 11.6, 11.8, 12.1, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: COM.10		
Maintain working knowledge of current information-	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		

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
technology (IT) systems.	History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 7.8, COM.1, COM.2, COM.7, COM.9, COM.10, COM.11, COM.16, COM.18, PS.17 Science: BIO.1, CH.1, ES.1, PH.1		
Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.	History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 7.9, 8.4, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AII.4, AII.7, AII.9, COM.1, COM.7, COM.10, COM.11, COM.12, COM.16 Science: CH.1, ES.1, LS.1, PH.1, PS.1		
Apply mathematical skills to job-specific tasks.	English: 6.4, 6.6, 6.7, 7.4, 7.6, 7.7, 8.4, 8.6, 8.7, 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	Mathematics: 6.1, 6.2, 6.5, 6.6, 6.12, 6.13, 6.14, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.11, 7.12, 7.13, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, A.1, A.3, A.4, A.5, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AFDA.8, AII.3, AII.7, AII.9, AII.10, COM.1, COM.7 Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1		
Demonstrate professionalism.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate reading and writing skills.	English: 6.1, 6.6, 6.7, 7.1, 7.6, 7.7, 8.1, 8.6, 8.7, 9.1, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: 6.1, PH.1, PS.1		
Demonstrate workplace safety.	English: 6.4, 7.4, 8.4, 9.5, 10.5, 11.5, 12.5		

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1		
Examining All Aspects of an Industry			
Examine aspects of planning within an industry/organization.	History and Social Science: GOVT.16		
Examine aspects of management within an industry/organization.			
Examine aspects of financial responsibility within an industry/organization.			
Examine technical and production skills required of workers within an industry/organization.			
Examine principles of technology that underlie an industry/organization.			

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Examine labor issues related to an industry/organization.	History and Social Science: GOVT.16		
Examine community issues related to an industry/organization.	History and Social Science: GOVT.16		
Examine health, safety, and environmental issues related to an industry/organization.	History and Social Science: GOVT.16		
Addressing Elements of Student Life			
Identify the purposes and goals of the student organization.			
Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.			
Demonstrate leadership skills			

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

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Balancing Work and Family			
Analyze the meaning of work and the meaning of family.	English: 9.5, 10.5, 11.5, 12.5 History and Social Sciences: WG.4	<p>1.1.1 Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.</p> <p>1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.</p> <p>6.1.1 Analyze family as the basic unit of society.</p> <p>6.1.2 Analyze the role of family in transmitting societal expectations.</p> <p>6.1.4 Analyze the role of family in teaching culture and traditions across the life span.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Families First</u></p> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Competitive Event—STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Interpersonal Communications • Job Interview • National Programs in Action • Professional Presentation • Teach or Train
Compare how families affect work life and how work life affects families.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: GOVT.11</p>	<p>1.1.1 Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.</p> <p>1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.</p> <p>1.1.4 Analyze potential effects of various career path decisions on balancing work and family.</p> <p>1.1.5 Determine goals for life-long learning and leisure opportunities for all family members.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Families First</u></p> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Competitive Event--STAR Events</u></p>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Interpersonal Communications • Job Interview • National Programs in Action • Professional Presentation • Teach or Train
Identify strategies for balancing work and family roles.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: GOVT.11</p>	<p>1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p> <p>2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Families First</u></p> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Student Body</u> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You <u>Competitive Event—STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Interpersonal Communications • Job Interview • National Programs in Action • Professional Presentation • Teach or Train
Exploring Early Childhood Education			
Research early childhood education programs.	English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1	4.3.1 Analyze a variety of curriculum and instructional models.	<u>Families First</u> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Power of One</u> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Entrepreneurship • Focus on Children • Job Interview • National Programs in Action • Teach or Train
Analyze the relationships between children, families, and early childhood professionals.	English: 9.5, 10.5, 11.5, 12.5 History and Social Sciences: VUS.13, VUS.14, GOVT.11	4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.	<u>Career Connection</u> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <u>Families First</u> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Parent Practice <u>Power of One</u> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <u>Competitive Event—STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Job Interview • National Programs in Action • Professional Presentation • Teach or Train
Explore cultural, religious, family, and environmental factors that affect a child's development.	<p>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: WG.5, WG.6, WG.7, WG.8, WG.9, WG.10, WG.11, WG.12, WG.13, WG.15, WHI.3, WHI.4, WHI.7, WHI.9, WHI.11, WHI.13,</p>	<p>4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.</p> <p>4.3.3 Implement an integrated curriculum that incorporates a</p>	<u>Families First</u> <ul style="list-style-type: none"> • Families Today • You Me Us • Meet the Challenge • Balancing Family & Career • Parent Practice <u>Power of One</u> <ul style="list-style-type: none"> • A Better You

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	WHIL.15, VUS.13, VUS.14, GOVT.3, GOVT.11, GOVT.16	<p>learner's language, learning styles, early experiences, and cultural values.</p> <p>4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.</p>	<ul style="list-style-type: none"> • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>STAND Up</u></p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • National Programs in Action • Professional Presentation • Teach or Train
Research federal, state, and other regulatory agencies governing the early childhood education industry.	<p>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: WG.5, VUS.13, GOVT.7, GOVT.9</p>	<p>4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Working on Working • Take the Lead • Speak out for FCCLA <p><u>STAND Up</u></p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Job Interview • National Programs in Action • Professional Presentation • Public Policy Advocate • Teach or Train
Exploring Early Childhood Education Careers			
Compile a list of careers in the early childhood education industry.	English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6	4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1	4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.	<u>Power of One</u> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Focus on Children • Job Interview • National Programs in Action • Professional Presentation
Identify roles and responsibilities of an entry-level early childhood education professional.	English: 9.5, 10.5, 11.5, 12.5	4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.	<u>Career Connection</u> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <u>Power of One</u> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Competitive Event—STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Job Interview • National Programs in Action • Professional Presentation
Investigate the education and training requirements for careers in early childhood education.	<p>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1</p>	<p>4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.</p> <p>4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</p> <p>4.6.1 Explore opportunities for continuing training and education.</p> <p>4.6.2 Apply professional ethical standards as accepted by the</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Competitive Event—STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		recognized professional organizations.	<ul style="list-style-type: none"> • Job Interview • National Programs in Action • Professional Presentation
Identify entrepreneurial opportunities in early childhood education.	<p>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1</p>	<p>4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.</p> <p>4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</p> <p>4.6.5 Apply entrepreneurial and management skills to planning businesses in early childhood, education, and services.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Entrepreneurship • Job Interview • National Programs in Action • Professional Presentation
Analyze labor market data about early	English: 9.5, 10.5, 11.5, 12.5	4.1.2	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
childhood education and related careers.	History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1	Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers. 4.6.5 Apply entrepreneurial and management skills to planning businesses in early childhood, education, and services.	<ul style="list-style-type: none"> • My Career • My Plan <u>Financial Fitness</u> <ul style="list-style-type: none"> • Earning • Spending • Saving • Protecting <u>Power of One</u> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Job Interview • National Programs in Action • Professional Presentation
Analyze the career lattice in the early childhood education industry.	English: 9.5, 10.5, 11.5, 12.5 History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1	4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers. 4.6.5	<u>Career Connection</u> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		Apply entrepreneurial and management skills to planning businesses in early childhood, education, and services.	<u>Power of One</u> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Job Interview • National Programs in Action • Professional Presentation
Interview an early childhood education professional.	English: 9.1, 10.1, 11.1, 12.1 History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1	4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services. 4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers. 4.1.3 Summarize education and training requirements and opportunities for	<u>Career Connection</u> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <u>Power of One</u> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <u>Competitive Event--STAR Events</u>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>career paths in early childhood, education, and services.</p> <p>4.1.6 Analyze the role of professional organizations in education and early childhood.</p>	<ul style="list-style-type: none"> • Career Investigation • Job Interview • National Programs in Action • Professional Presentation
Identify the ages and stages of child development.	English: 9.5, 10.5, 11.5, 12.5	<p>4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.</p>	<p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Job Interview • National Programs in Action • Professional Presentation • Teach or Train
Identify developmental observation methods using data collection tools.	English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6	<p>4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development</p>	<p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1	and apply to assess growth and development across the lifespan.	<ul style="list-style-type: none"> • Speak out for FCCLA <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Job Interview • National Programs in Action • Professional Presentation
Identify steps to ensure bias-free observations.	English: 9.5, 10.5, 11.5, 12.5 History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1	4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.	<u>Power of One</u> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <u>STAND Up</u> <ul style="list-style-type: none"> • Assess • Educate • Advocate <u>Competitive Event—STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Focus on Children • Interpersonal Communications

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Job Interview • National Programs in Action • Professional Presentation • Teach or Train
Identify developmentally appropriate practices that support and maximize development and learning for all children.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1, GOVT.9</p>	<p>4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.</p> <p>4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.</p> <p>4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.</p> <p>4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Interpersonal Communications • Job Interview • National Programs in Action • Professional Presentation

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		4.3.6 Establish effective activities, routines, and transitions for various age groups.	<ul style="list-style-type: none"> Teach or Train
Describe the responsibilities of being a mandated reporter of child abuse and/or neglect.	English: 9.5, 10.5, 11.5, 12.5 History and Social Sciences: GOVT.3, GOVT.16	4.4.5 Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.	<u>Career Connection</u> <ul style="list-style-type: none"> My Skills My Life My Career My Plan <u>Power of One</u> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <u>STAND Up</u> <ul style="list-style-type: none"> Assess Educate Advocate <u>Competitive Event—STAR Events</u> <ul style="list-style-type: none"> Career Investigation Focus on Children Interpersonal Communications

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Job Interview • National Programs in Action • Professional Presentation • Public Policy Advocate
Analyzing Healthy and Safe Environments for Children			
Describe a healthy learning environment for children at various ages.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, VUS.13, GOVT.1, GOVT.11</p>	<p>4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.</p> <p>4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Job Interview

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> National Programs in Action Professional Presentation Teach or Train
Design a learning environment.	<p>English: 9.1, 10.1, 11.1, 12.1</p> <p>History and Social Sciences: WG.1, WHI.1, WHII.1, WHII.14, VUS.1, GOVT.1, GOVT.16</p>	<p>4.3.5</p> <p>Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> My Skills My Life My Career My Plan <p><u>Power of One</u></p> <ul style="list-style-type: none"> A Better You Family Ties Working on Working Take the Lead Speak out for FCCLA <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> Career Investigation Early Childhood Education Focus on Children National Programs in Action Professional Presentation Teach or Train
Develop a list of general health practices for adults	English: 9.1, 9.5, 9.6, 10.1, 10.5, 10.6, 11.1, 11.5, 11.6, 12.1, 12.5, 12.6	<p>4.4.2</p> <p>Apply safe and healthy practices that comply with local, state, and</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> My Skills My Life

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
and children in an early childhood education program.	History and Social Sciences: VUS.8, VUS.14, GOVT.16	<p>federal regulations to assure learners' safety.</p> <p>4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.</p> <p>4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.</p>	<ul style="list-style-type: none"> • My Career • My Plan <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Student Body</u></p> <ul style="list-style-type: none"> • The Healthy You <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • National Programs in Action • Professional Presentation • Teach or Train
Identify safety hazards and ways to protect children from them.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: VUS.13, VUS.14, GOVT.16</p>	<p>4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.</p> <p>4.4.7</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Power of One</u></p>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		Demonstrate security and emergency procedures.	<ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Student Body</u></p> <ul style="list-style-type: none"> • The Healthy You • The Fit You • The Real You • The Resilient You <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • National Programs in Action • Professional Presentation • Teach or Train
Identify components of healthy snacks for young children.	English: 9.5, 10.5, 11.5, 12.5	4.4.4 Plan safe and healthy meals and snacks that meet USDA standards.	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Power of One</u></p>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Student Body</u></p> <ul style="list-style-type: none"> • The Healthy You <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • National Programs in Action • Professional Presentation • Teach or Train
Identify the characteristics of a healthy child and symptoms of childhood illnesses.	English: 9.5, 10.5, 11.5, 12.5	4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Working on Working • Take the Lead • Speak out for FCCLA <u>Student Body</u> <ul style="list-style-type: none"> • The Healthy You <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • National Programs in Action • Professional Presentation • Teach or Train
Compile a list of community health, counseling, and emergency resource agencies.	<p>English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6</p> <p>History and Social Sciences: GOVT.7, GOVT.8. GOVT.9</p>	<p>4.6.3</p> <p>Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.</p>	<u>Career Connection</u> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <u>Community Service</u> <ul style="list-style-type: none"> • Learn • Serve • Lead <u>Power of One</u>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>STAND Up</u></p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • National Programs in Action • Professional Presentation • Teach or Train
Preparing for Career Success			
Describe ethical issues pertaining to employment in the early childhood industry.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WG.1, WHI.1, WHII.1, WHII.14,</p>	<p>4.6.2</p> <p>Apply professional ethical standards as accepted by the recognized professional organizations.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	VUS.1, VUS.13, VUS.14, GOVT.1, GOVT.9, GOVT.16		<p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>STAND Up</u></p> <ul style="list-style-type: none"> • Assess • Educate • Advocate <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Interpersonal Communications • Job Interview • Leadership • National Programs in Action • Professional Presentation • Teach or Train

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Develop a skills profile for a selected job.	<p>English: 9.1, 10.1, 11.1, 12.1</p> <p>History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1</p>	<p>4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</p> <p>4.6.1 Explore opportunities for continuing training and education.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Competitive Event—STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Job Interview • National Programs in Action • Professional Presentation • Teach or Train
Analyze personal factors, work preferences, and work values.	English: 9.5, 10.5, 11.5, 12.5		<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Power of One</u> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <u>Competitive Event—STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Job Interview • National Programs in Action • Professional Presentation • Teach or Train
Determine the characteristics and skills necessary for success in early childhood careers.	English: 9.5, 10.5, 11.5, 12.5 History and Social Sciences: GOVT.3, GOVT.16	4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.	<u>Career Connection</u> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <u>Power of One</u> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Take the Lead • Speak out for FCCLA <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> • Career Investigation • Early Childhood Education • Focus on Children • Job Interview • Leadership • National Programs in Action • Professional Presentation
Prepare for employment.	<p>English: 9.1, 10.1, 11.1, 12.1</p> <p>History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1</p>	<p>4.6.4</p> <p>Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.</p>	<u>Career Connection</u> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <u>Power of One</u> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <u>Competitive Event--STAR Events</u>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> • Career Investigation • Job Interview • National Programs in Action • Professional Presentation
Complete an observation or job shadowing experience in an early childhood education setting.	<p>English: 9.1, 10.1, 11.1, 12.1</p> <p>History and Social Sciences: WG.1, WHI.1, WHII.1, VUS.1, GOVT.1</p>	<p>4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.</p> <p>4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> • My Skills • My Life • My Career • My Plan <p><u>Power of One</u></p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak out for FCCLA <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> • Career Investigation • Job Interview • Professional Presentation