

# Standards Correlations

## Early Childhood, Education, and Services I (8285)

**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](http://www.fcclainc.org)) for additional contests offered yearly that would support content in this class, as well as Skill Demonstration Competitions conducted at National Fall Conference. FCCLA offers three online events: Digital Stories for Change, Instructional Video Design, and FCCLA Chapter Website, which could use content from this FCS course. Competitive Events, including STAR Events and National Programs, are subject to changes/additions on a yearly basis. 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
<b>Demonstrating Personal Qualities and Abilities</b>			
Demonstrate creativity and innovation.	English: 6.1, 6.3, 6.4, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1		

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	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
<b>Demonstrating Interpersonal Skills</b>			
Demonstrate conflict-resolution skills.	English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, VUS.1		
Demonstrate listening and speaking skills.	English: 6.1, 6.2, 6.4, 6.6, 7.1, 7.2, 7.4, 7.6, 8.1, 8.2, 8.4, 8.6, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate respect for diversity.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, USII.9, VUS.1, VUS.13, WG.1, WHI.1, WHII.1		
Demonstrate customer service skills.	English: 6.1, 6.4, 6.7, 7.1, 7.4, 7.7, 8.1, 8.4, 8.7, 9.1, 9.5, 9.6, 10.1, 10.5, 10.6, 11.1, 11.5, 11.6, 12.1, 12.5, 12.6 History and Social Science: CE.1, CE.4, GOVT.1, GOVT.16, USI.1, 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		
<b>Demonstrating Professional Competencies</b>			
Demonstrate big-picture thinking.	English: 6.1, 6.4, 7.1, 7.4, 8.1, 8.4, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate career- and life-management skills.	English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6 History and Social Science: CE.1, CE.4, CE.12, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 8.4		
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,		

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	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		

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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		



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

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	History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1		
<b>Examining All Aspects of an Industry</b>			
Examine aspects of planning within an industry/organization.	History and Social Science: GOVT.16		
Examine aspects of management within an industry/organization.			
Examine aspects of financial responsibility within an industry/organization.			
Examine technical and production skills required of workers within an industry/organization.			
Examine principles of technology that underlie an industry/organization.			

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

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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.			
<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.			

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

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

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>National Programs in Action</li> <li>Professional Presentation</li> <li>Teach or Train</li> </ul>
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><b>1.1.6</b> Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p> <p><b>2.1.1</b> Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>My Skills</li> <li>My Life</li> <li>My Career</li> <li>My Plan</li> </ul> <p><u>Families First</u></p> <ul style="list-style-type: none"> <li>Families Today</li> <li>You Me Us</li> <li>Meet the Challenge</li> <li>Balancing Family &amp; Career</li> <li>Parent Practice</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>The Healthy You</li> <li>The Fit You</li> <li>The Real You</li> <li>The Resilient You</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Competitive Event—STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<b>Providing a Safe and Healthy Learning Environment</b>			
Identify ways to manage a physical learning environment.	English: 10.5, 11.5, 12.5  History and Social Sciences: WHII.1, VUS.1, VUS.13, GOVT.1, GOVT.9, GOVT.16	<b>4.4.1</b> Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> </ul>



Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA 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> </ul>
Outline state and local health and safety regulations for an early childhood education environment.	<p>English: 10.6, 10.7, 11.6, 11.7, 12.6, 12.7</p> <p>History and Social Sciences: VUS.13, VUS.14, GOVT.8, GOVT.9, GOVT.16</p>	<p><b>4.4.2</b></p> <p>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"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Demonstrate strategies designed to	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8	<b>4.4.3</b>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
teach children personal health, safety, and sanitation habits.	History and Social Sciences: GOVT.7, GOVT.16	Implement strategies to teach health, safety, and sanitation habits.	<ul style="list-style-type: none"> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Student Body</u> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Give examples of meals and snacks that accommodate allergies and promote healthy eating practices.	English: 10.5, 10.6, 10.7, 10.8, 11.5, 11.6, 11.7, 11.8, 12.5, 12.6, 12.7, 12.8  History and Social Sciences: VUS.13, GOVT.9	<b>4.4.4</b> Plan safe and healthy meals and snacks that meet USDA standards.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Describe signs and symptoms of child abuse and neglect and the role of a mandated reporter.	<p>English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Sciences: GOVT.13 GOVT.16</p>	<p><b>4.4.5</b></p> <p>Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>STAND Up</u> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Teach or Train</li> </ul>
Describe signs and symptoms of child trauma.	English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5	<b>4.4.6</b> Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>STAND Up</u> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Advocate</li> </ul> <u>Student Body</u> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Describe the components of a daily child health check.	English: 10.5, 11.5, 12.5	<b>4.4.6</b> Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Student Body</u> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <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"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Identify procedures for staff, families, and children that help prevent childhood illnesses and communicable diseases.	<p>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: GOVT.8, GOVT.9</p>	<p><b>4.4.6</b></p> <p>Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Outline security procedures for an early childhood education environment.	<p>English: 10.6, 10.7, 11.6, 11.7, 12.6, 12.7</p> <p>History and Social Sciences: WHII.14, VUS.14, GOVT.8, GOVT.9</p>	<p><b>4.4.7</b> Demonstrate security and emergency procedures.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Explain emergency and safety procedures used in an early childhood education environment.	<p>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: GOVT.8, GOVT.9</p>	<p><b>4.4.7</b> Demonstrate security and emergency procedures.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<b>Promoting Physical, Cognitive, Language, Social, and Emotional Development</b>			
Explore child development theories supporting early childhood best practices.	<p>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: WHII.1, VUS.1, GOVT.1</p>	<p><b>4.2.1</b></p> <p>Analyze child development theories and their implications for educational and childcare practices.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> </ul>



Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Sustainability Challenge</li> <li>• Teach or Train</li> </ul>
Examine research-based methods and tools to assess a child's growth and development.	<p>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: WHII.1, VUS.1, GOVT.1</p>	<p><b>4.2.2</b></p> <p>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>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Analyze the effects of cultural, linguistic, family, economic, and environmental factors on a child's development.	<p>English: 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WHIL.3, WHIL.15, VUS.13, VUS.14, GOVT.3, GOVT.11, GOVT.16</p>	<p><b>4.2.3</b></p> <p>Analyze cultural and environmental influences when assessing development of children, youth and adults.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Families First</u></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>Professional Presentation</li> <li>Teach or Train</li> </ul>
Identify the developmental needs of a child.	English: 10.5, 11.5, 12.5	<b>4.2.4</b> Address specific developmental needs of children, youth and adults based on assessment of their abilities.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>My Skills</li> <li>My Life</li> <li>My Career</li> <li>My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>A Better You</li> <li>Family Ties</li> <li>Working on Working</li> <li>Take the Lead</li> <li>Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>Career Investigation</li> <li>Early Childhood Education</li> <li>Focus on Children</li> <li>National Programs in Action</li> <li>Professional Presentation</li> <li>Teach or Train</li> </ul>
Explain developmentally appropriate practices that promote children's growth and development.	English: 10.5, 11.5, 12.5  History and Social Sciences: VUS.13, GOVT.9	<b>4.2.5</b> Analyze strategies that promote growth and development of children, youth and adults.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>My Skills</li> <li>My Life</li> <li>My Career</li> <li>My Plan</li> </ul> <u>Power of One</u>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Identify developmentally appropriate guidance techniques.	English: 10.5, 11.5, 12.5	<p><b>4.3.5</b> Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.</p> <p><b>4.3.6</b> Establish effective activities, routines, and transitions for various age groups.</p> <p><b>4.4.1</b></p>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.	<ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Describe reasoning and problem-solving strategies that can be practiced with children.	<p>English: 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WHII.1, VUS.1, GOVT.1</p>	<p><b>4.5.1</b> Apply developmentally appropriate and culturally responsive guidelines for behavior.</p> <p><b>4.5.2</b> Demonstrate problem-solving and decision making skills when working with children, youth and adults.</p> <p><b>4.5.3</b> Demonstrate interpersonal skills that promote positive and productive relationships with learners.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Community Service</u></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Identify interpersonal skills that promote positive and productive relationships.	English: 10.5, 11.5, 12.5	<p><b>4.5.3</b> Demonstrate interpersonal skills that promote positive and productive relationships with learners.</p> <p><b>4.5.4</b> Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<b>Exploring Curricula Responsive to Children's Needs</b>			

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Identify the components of an integrated curriculum.	<p>English: 10.5, 11.5, 12.5</p> <p>History and Social Sciences: WHIL.3, WHIL.15, VUS.13, VUS.14, GOVT.3, GOVT.11, GOVT.16</p>	<p><b>4.3.3</b> Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.</p> <p><b>4.3.4</b> Demonstrate a variety of teaching methods to meet individual needs of learners.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Examine research-based curriculum and instructional models used in early childhood education.	<p>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: WHIL.1, VUS.1, GOVT.1</p>	<p><b>4.3.1</b> Analyze a variety of curriculum and instructional models.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Community Service</u></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Lead</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Plan developmentally appropriate learning experiences in all curricular areas.	<p>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: WHII.1, VUS.1, GOVT.1</p>	<p><b>4.3.2</b> Implement learning activities in all curriculum areas that meet the developmental needs of learners.</p> <p><b>4.3.3</b> Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.</p>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>



Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<b>4.3.4</b> Demonstrate a variety of teaching methods to meet individual needs of learners.	<u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Identify a variety of teaching methods to accommodate each child's learning and developmental needs.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8  History and Social Sciences: VUS.13, GOVT.9	<b>4.2.3</b> Analyze cultural and environmental influences when assessing development of children, youth and adults.  <b>4.3.2</b> Implement learning activities in all curriculum areas that meet the developmental needs of learners.  <b>4.3.3</b> Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.  <b>4.3.4</b>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		Demonstrate a variety of teaching methods to meet individual needs of learners.	
Evaluate learning centers that encourage a child's interests, exploration, discovery, and development.	English: 10.5, 11.5, 12.5	<p><b>4.3.5</b> Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.</p> <p><b>4.4.1</b> Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Create a schedule of activities, routines, and transitions appropriate for the child's abilities.	<p>English: 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Sciences: WHI.1, VUS.1, GOVT.1</p>	<p><b>4.3.6</b> Establish effective activities, routines, and transitions for various age groups.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<b>Promoting Supportive Relationships with Families</b>			
Identify strategies to promote family partnerships.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8  History and Social Sciences: GOVT.3, GOVT.16	<b>4.5.4</b> 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"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Families First</u> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Assess ways to share information with families.	English: 10.5, 11.5, 12.5  History and Social Sciences: WHII.1, VUS.1, GOVT.1, GOVT.16	<b>4.5.2</b> Demonstrate problem-solving and decision making skills when working with children, youth and adults.  <b>4.5.4</b> 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"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Families First</u> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<b>Maintaining Professionalism</b>			
Explain various careers in the early childhood education industry.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8  History and Social Sciences: WHIL.1, VUS.1, GOVT.1	<b>4.1</b> Analyze career paths within early childhood, education, and related services.  <b>4.1.2</b> Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.  <b>4.1.3</b>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.	<u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Examine education and training requirements and opportunities for careers in early childhood education.	English: 10.5, 11.5, 12.5  History and Social Sciences: WHII.1, VUS.1, GOVT.1	<b>4.1.2</b> Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.  <b>4.1.3</b> 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"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Identify opportunities for continuing education and	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8	<b>4.6</b> Demonstrate professional practices and standards	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
training in early childhood education.	History and Social Sciences: WHII.1, VUS.1, GOVT.1	related to working with children.  <b>4.6.1</b> Explore opportunities for continuing training and education.  <b>4.6.2</b> Apply professional ethical standards as accepted by the recognized professional organizations.  <b>4.6.4</b> Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	<ul style="list-style-type: none"> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Describe ethical standards associated with early childhood education.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8  History and Social Sciences: VUS.13, GOVT.3, GOVT.9, GOVT.16	<b>4.6.2</b> Apply professional ethical standards as accepted by the recognized professional organizations.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> <li>• Teach or Train</li> </ul>
Explore federal, state, and local government regulations that affect early childhood development programs.	<p>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Sciences: VUS.13, VUS.14, GOVT.7, GOVT.8, GOVT.9</p>	<p><b>4.6.3</b> Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.</p> <p><b>4.6.5</b> Apply entrepreneurial and management skills to</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> </ul>



Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		planning businesses in early childhood, education, and services.	<ul style="list-style-type: none"> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Complete a self-assessment to identify personal interests and skills.	English: 10.5, 11.5, 12.5	<p><b>4.1</b> Analyze career paths within early childhood, education, and related services.</p> <p><b>4.1.5</b> Create an employment portfolio to communicate education and early childhood knowledge and skills.</p>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Focus on Children</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
Describe the desired characteristics of professionals working with young children.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8  History and Social Sciences: GOVT.16	<p><b>4.1.1</b> Explain the roles and functions of individuals engaged in early childhood, education, and services.</p> <p><b>4.5.3</b> Demonstrate interpersonal skills that promote positive and productive relationships with learners.</p> <p><b>4.6.4</b> Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Examine the changing social and family dynamics that have increased the need for early childhood education and services.	English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8  History and Social Sciences: VUS.13, VUS.14	<p><b>4.1.2</b> Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.</p> <p><b>4.1.4</b> Analyze the impact of early childhood, education, and</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Families First</u></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		services occupations on individual/family, local, state, national, and global economies.	<ul style="list-style-type: none"> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>