

# Standards Correlations

## Life Planning (8226, 8227)

Task	SOL Correlations	FCCLA Correlations	FACS National Standards 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 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		

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Demonstrate critical thinking and problem solving.	<p>English: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1</p> <p>Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10, 6.11, 7.2, 7.3, 7.8, 7.12, 7.13, 8.2, 8.4, 8.8, 8.9, 8.10, 8.11, A.8, A.9, G.1, G.13, G.14, AFDA.3, AFDA.5, AFDA.8, AII.9, AII.10, AII.11, COM.1, COM.3, COM.4, COM.5, COM.8, DM.4, DM.7, DM.1*, DM.2*, DM.3*, DM.9*, PS.9*, PS.10*</p> <p>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1</p>		
Demonstrate initiative and self-direction.	<p>English: 6.1, 6.4, 6.6, 6.7, 6.9, 7.1, 7.4, 7.6, 7.7, 7.9, 8.1, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p>		

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Demonstrate integrity.	English: 6.1, 7.1, 8.1, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate work ethic.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1		
<b>Demonstrating Interpersonal Skills</b>			
Demonstrate conflict-resolution skills.	English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, VUS.1		
Demonstrate listening and speaking skills.	English: 6.1, 6.2, 6.4, 6.6, 7.1, 7.2, 7.4, 7.6, 8.1, 8.2, 8.4, 8.6, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate respect for diversity.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1		

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	History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, USII.9, VUS.1, VUS.13, WG.1, WHI.1, WHII.1		
Demonstrate customer service skills.	English: 6.1, 6.4, 6.7, 7.1, 7.4, 7.7, 8.1, 8.4, 8.7, 9.1, 9.5, 9.6, 10.1, 10.5, 10.6, 11.1, 11.5, 11.6, 12.1, 12.5, 12.6 History and Social Science: CE.1, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Collaborate with team members	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
<b>Demonstrating Professional Competencies</b>			
Demonstrate big-picture thinking.	English: 6.1, 6.4, 7.1, 7.4, 8.1, 8.4, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1		
Demonstrate career- and life-management skills.	English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6		

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

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	AFDA.7, AFDA.8, COM.1, COM.3, COM.5, COM.8		
Demonstrate information-literacy skills.	<p>English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.9, 9.2, 9.5, 9.6, 9.8, 10.2, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p> <p>Mathematics: 6.10, 6.11, 7.8, 7.9, 8.11, 8.12, A.8, A.9, AFDA.3, AFDA.4, AFDA.6, AFDA.7, AFDA.8, DM.8, PS.1*, PS.2*, PS.3*, PS.4*, PS.7*, PS.8*, PS.9*, PS.10*</p> <p>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1</p>		
Demonstrate an understanding of information security.	<p>English: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.5, 9.6, 9.8, 10.1, 10.2, 10.5, 10.6, 10.8, 11.1, 11.2, 11.5, 11.6, 11.8, 12.1, 12.2, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1,</p>		

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	USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: COM.10		
Maintain working knowledge of current information-technology (IT) systems.	English: 6.1, 6.3, 6.4, 6.6, 6.9, 7.1, 7.3, 7.4, 7.6, 7.9, 8.1, 8.3, 8.4, 8.6, 8.9 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 7.8, COM.1, COM.2, COM.7, COM.9, COM.10, COM.11, COM.16, COM.18, PS.17 Science: BIO.1, CH.1, ES.1, PH.1		
Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.	History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 7.9, 8.4, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AII.4, AII.7, AII.9, COM.1, COM.7, COM.10, COM.11, COM.12, COM.16 Science: CH.1, ES.1, LS.1, PH.1, PS.1		
Apply mathematical skills to job-specific tasks.	English: 6.4, 6.6, 6.7, 7.4, 7.6, 7.7, 8.4, 8.6, 8.7, 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6		

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

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Demonstrate workplace safety.	English: 6.4, 7.4, 8.4, 9.5, 10.5, 11.5, 12.5 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1		
<b>Examining All Aspects of an Industry</b>			
Examine aspects of planning within an industry/organization.	History and Social Science: GOVT.16		
Examine aspects of management within an industry/organization.			
Examine aspects of financial responsibility within an industry/organization.			
Examine technical and production skills required of workers within an industry/organization.			
Examine principles of technology that underlie an industry/organization.			

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Examine labor issues related to an industry/organization.	History and Social Science: GOVT.16		
Examine community issues related to an industry/organization.	History and Social Science: GOVT.16		
Examine health, safety, and environmental issues related to an industry/organization.	History and Social Science: GOVT.16		
<b>Addressing Elements of Student Life</b>			
Identify the purposes and goals of the student organization.			
Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.			
Demonstrate leadership skills through participation in student			

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

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<p>Analyze the meaning of work and the meaning of family.</p>	<p>English: 9.5, 10.5, 11.5, 12.5            History and Social Science: WG.4; WHII.8; VUS.8, 10, 14; GOVT.14, 15</p>	<p><b>Career Connection</b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b>Families First</b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> </ul>	<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 traditions across the life span.</p>

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

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

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

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

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

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

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCA</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	
<p>Examine some key local, national, and global policies, issues, and trends in the workplace and community that affect individuals and families.</p>	<p>English: 9.5, 10.5, 11.5, 12.5  History and Social Science: WG.4, 5, 17; WHII.14; VUS.14; GOVT.9, 11, 12, 13, 14, 15</p>	<p><b>Career Connection</b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>	<p><b>2.5.3</b>  Analyze economic effects of laws and regulations that pertain to consumers and providers of services.</p> <p><b>2.5.4</b>  Analyze practices that allow families to maintain economic self-sufficiency.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>	
<p>Analyze community resources and systems of formal and informal support available to individuals and families.</p>	<p>English: 9.5, 10.5, 11.5, 12.5 History and Social Science: VUS.14; GOVT.3, 14, 15</p>	<p><b>Career Connection</b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b>Community Service</b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b>Families First</b></p>	<p><b>1.3.4</b> Analyze community resources and systems of formal and informal support available to individuals and families.</p> <p><b>2.3.1</b> Analyze state and federal policies and laws providing consumer protection.</p> <p><b>7.2.1</b> Describe local, state, and national agencies and informal support resources providing human services.</p>

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Public Policy Advocate</li> </ul>	
<p>Apply management and planning skills and processes to organize tasks and responsibilities within school, the workplace, and at home.</p>	<p>English: 9.5, 10.5, 11.5, 12.5  History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1, 16</p>	<p><b>Families First</b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p><b>2.1.1</b>  Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p><b>2.1.2</b>  Analyze how individuals and families make choices to satisfy needs and wants.</p> <p><b>2.1.3</b>  Analyze decisions about providing safe and nutritious food for individuals and families.</p> <p><b>2.1.4</b>  Apply consumer skills to providing and maintaining clothing.</p> <p><b>2.1.5</b>  Apply consumer skills to decisions about housing, utilities, and furnishings.</p> <p><b>2.1.6</b></p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.</p> <p><b>2.1.7</b> Apply consumer skills to decisions about recreation.</p> <p><b>2.1.8</b> Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.</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 traditions across the life span.</p> <p><b>6.2.2</b> Analyze the effects of social and cultural diversity on individuals and families.</p> <p><b>13.3.4</b></p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>Analyze strategies to overcome communication barriers in family, community, and work settings.</p> <p><b>13.6.1</b> Apply critical thinking and ethical criteria to evaluate interpersonal relationships.</p>
<b>Applying Problem-Solving Processes to Life Situations</b>			
<p>Identify the various types of problems (e.g., practical, scientific, interpersonal, intrapersonal).</p>	<p>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p> <p>Science: ES.1, BIO.1, CH.1, PH.1</p>	<p><b>Families First</b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>Competitive Event--STAR Events</b></p>	<p><b>13.2.1</b> Analyze the effects of personal characteristics on relationships.</p> <p><b>13.2.5</b> Explain the effects of personal standards and behaviors on interpersonal relationships.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	
<p>Identify adequate, reliable information and resources for problem solving.</p>	<p>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	<p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p><b>1.2.4</b> Demonstrate teamwork skills in school, community, and workplace settings and with diverse populations.</p> <p><b>2.1.2</b> Analyze how individuals and families make choices to satisfy needs and wants.</p> <p><b>13.4.3</b> Apply the roles of decision making and problem solving in reducing and managing conflict.</p> <p><b>13.6.1</b> Apply critical thinking and ethical criteria to evaluate interpersonal relationships.</p> <p><b>13.6.2</b> Apply ethical guidelines when assessing interpersonal issues and situations.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p><b>13.6.3</b> Apply critical thinking and ethical standards when making judgments and taking action.</p> <p><b>13.6.4</b> Demonstrate ethical behavior in family, workplace, and community settings.</p> <p><b>13.6.5</b> Compare the relative merits of opposing points of view regarding current ethical issues.</p>
Identify steps in practical problem solving.	<p>English: 9.3, 9.5, 9.6, 9.7, 10.3, 10.5, 10.6, 10.7, 11.3, 11.5, 11.6, 11.7, 12.3, 12.5, 12.6, 12.7</p> <p>History and Social Science: WG.1; WHI.1; WHIL.1; VUS.1; GOVT.1</p> <p>Science: ES.1, BIO.1, CH.1, PH.1</p>	<p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul>	<p><b>13.4.3</b> Apply the roles of decision making and problem solving in reducing and managing conflict.</p>

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

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

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

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Student Body</b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p><b>12.2.2</b> Analyze the influences of social, economic, and technological forces on individual growth and development.</p> <p><b>12.2.3</b> Analyze the influences of gender, ethnicity, and culture on individual development.</p> <p><b>12.2.4</b> Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.</p> <p><b>15.1.3</b> Analyze influences of parenting practices on individuals, families, and society.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
<p>Identify characteristics of caring, respectful, and responsible relationships.</p>	<p>English: 9.5, 10.5, 11.5, 12.5            History and Social Science: GOVT.3, 16</p>	<p><b>Community Service</b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Student Body</b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b>Competitive Event--STAR Events</b></p>	<p><b>6.1.5</b>            Analyze the role of family in developing independence, interdependence, and commitment of family members.</p> <p><b>6.2.3</b>            Analyze the effects of empathy for diversity on individuals in family, work, and community settings.</p> <p><b>6.2.5</b>            Analyze the effects of globalization and increasing diversity on individuals, families, and society.</p> <p><b>13.1.1</b>            Analyze processes for building and maintaining interpersonal relationships.</p> <p><b>13.1.3</b>            Compare physical, emotional, spiritual, and intellectual functioning in stable and unstable relationships.</p> <p><b>13.1.4</b></p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Chapter Service Project (Portfolio or Display)</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p>Analyze factors that contribute to healthy and unhealthy relationships.</p> <p><b>13.3.1</b> Analyze communication styles and their effects on relationships.</p>
<p>Analyze the effects of dependence, independence, codependence, and interdependence on relationships.</p>	<p>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	<p><b>Community Service</b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b>Families First</b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> </ul>	<p><b>6.1.5</b> Analyze the role of family in developing independence, interdependence, and commitment of family members.</p> <p><b>13.2.1</b> Analyze the effects of personal characteristics on relationships.</p> <p><b>13.2.2</b> Analyze the effect of personal needs on relationships.</p> <p><b>13.2.5</b> Explain the effects of personal standards and behaviors on interpersonal relationships.</p>

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Identify skills important in building and maintaining relationships with others.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1, 3, 16	<ul style="list-style-type: none"> <li>• Professional Presentation</li> </ul> <p><b>Community Service</b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b>Families First</b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> </ul>	<p><b>13.5.1</b> Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p><b>13.5.2</b> Demonstrate strategies to motivate, encourage, and build trust in group members.</p> <p><b>13.5.3</b> Demonstrate strategies that utilize the strengths and minimize the limitations of team members.</p> <p><b>13.5.4</b> Demonstrate techniques that develop team and community spirit.</p> <p><b>13.5.5</b> Demonstrate ways to organize and delegate responsibilities.</p> <p><b>13.5.6</b></p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Advocate</li> </ul> <p><b>Student Body</b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Chapter Service Project (Portfolio or Display)</li> <li>• Interpersonal Communications</li> <li>• Leadership</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p>Create strategies to integrate new members into the team.</p> <p><b>13.5.7</b> Demonstrate processes for cooperating, compromising, and collaborating.</p>
<p>Demonstrate relationship-building techniques with people of different ages, abilities, genders, and cultures.</p>	<p>English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Science: GOVT.3, 16</p>	<p><b>Community Service</b></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><b>Families First</b></p>	<p><b>1.2.3</b> Apply communication skills in school, community, and workplace settings and with diverse populations.</p> <p><b>1.2.4</b></p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Japanese Exchange Program</b></p> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Chapter Service Project (Portfolio or Display)</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p>Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</p> <p><b>6.2.3</b> Analyze the effects of empathy for diversity on individuals in family, work, and community settings.</p> <p><b>6.2.4</b> Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.</p> <p><b>13.5.1</b> Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p><b>13.5.2</b> Demonstrate strategies to motivate, encourage, and build trust in group members.</p> <p><b>13.5.3</b></p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
			<p>Demonstrate strategies that utilize the strengths and minimize the limitations of team members.</p> <p><b>13.5.6</b> Create strategies to integrate new members into the team.</p>
<p>Apply strategies for conflict resolution.</p>	<p>English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Science: WG.1, 18; WHI.1; WHII.1; VUS.1; GOVT.1, 3, 16</p>	<p><b>Families First</b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> </ul>	<p><b>13.4.1</b> Analyze the origin and development of attitudes and behaviors regarding conflict.</p> <p><b>13.4.2</b> Explain how similarities and differences among people affect conflict prevention and management.</p> <p><b>13.4.3</b> Apply the roles of decision making and problem solving in reducing and managing conflict.</p> <p><b>13.4.4</b> Demonstrate nonviolent strategies that address conflict.</p> <p><b>13.4.5</b> Demonstrate effective responses to harassment.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p><b>13.4.6</b> Assess community resources that support conflict prevention and management.</p> <p><b>13.5.7</b> Demonstrate processes for cooperating, compromising, and collaborating.</p>
Evaluate available resources for help in crisis situations.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: VUS.14; GOVT.3, 14, 15	<p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Student Body</b></p> <ul style="list-style-type: none"> <li>• The Real You</li> <li>• The Resilient You</li> </ul>	<p><b>1.3.4</b> Analyze community resources and systems of formal and informal support available to individuals and families.</p> <p><b>13.4.6</b> Assess community resources that support conflict prevention and management.</p>

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	
<p>Evaluate the roles and responsibilities of each family member in creating a healthy family unit.</p>	<p>English: 9.5, 10.5, 11.5, 12.5</p>	<p><b>Families First</b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> </ul>	<p><b>6.1.4</b> Analyze the role of family in teaching culture and traditions across the life span.</p> <p><b>6.1.5</b> Analyze the role of family in developing independence, interdependence, and commitment of family members.</p> <p><b>13.1.2</b> Predict the effects of various stages of the family life cycle on interpersonal relationships.</p> <p><b>13.5.1</b></p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p>Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p>
<p>Analyze factors influencing partner selection.</p>	<p>English: 9.5, 10.5, 11.5, 12.5  History and Social Science:  GOVT.3, 16</p>	<p><b>Families First</b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Power of One</b></p>	<p><b>13.1.1</b>  Analyze processes for building and maintaining interpersonal relationships.</p> <p><b>13.2.1</b>  Analyze the effects of personal characteristics on relationships.</p> <p><b>13.2.2</b></p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Student Body</b></p> <ul style="list-style-type: none"> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p>Analyze the effect of personal needs on relationships.</p> <p><b>13.2.3</b> Analyze the effects of self-esteem and self-image on relationships.</p> <p><b>13.2.4</b> Analyze the effects of life span events and conditions on relationships.</p> <p><b>13.2.5</b> Explain the effects of personal standards and behaviors on interpersonal relationships.</p>
Assess personal readiness and	English: 9.5, 10.5, 11.5, 12.5	<b>Families First</b>	<b>13.1.1</b>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
responsibilities for partnerships (e.g., marriage, family life).	History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1	<ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Student Body</b></p> <ul style="list-style-type: none"> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Focus on Children</li> </ul>	<p>Analyze processes for building and maintaining interpersonal relationships.</p> <p><b>13.1.2</b> Predict the effects of various stages of the family life cycle on interpersonal relationships.</p>

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

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

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

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

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	
<p>Develop a draft life-management plan that includes short- and long-term personal goals.</p>	<p>English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	<p><b>Career Connection</b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b>Families First</b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Financial Fitness</b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> </ul>	<p><b>1.1.5</b> Determine goals for life-long learning and leisure opportunities for all family members.</p> <p><b>2.6.1</b> Evaluate the need for personal and family financial planning.</p> <p><b>2.6.2</b> Apply financial management principles to individual and family financial practices.</p>

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
<p>Evaluate use of time, money, and other resources needed to achieve personal goals.</p>	<p>English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.16</p>	<p><b>Career Connection</b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b>Families First</b></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><b>Financial Fitness</b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> </ul>	<p><b>2.1.1</b> Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p><b>2.1.2</b> Analyze how individuals and families make choices to satisfy needs and wants.</p> <p><b>2.5.1</b> Analyze the use of resources in making choices that satisfy needs and wants of individuals and families and communities.</p>

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

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

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

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

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

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	
Practice job-search skills.	<p>English: 9.1, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1</p>	<p><b>Career Connection</b></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> </ul>	<p><b>1.2.2</b> Demonstrate job seeking and job keeping skills.</p>

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

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> </ul>	<p><b>3.2.3</b> Demonstrate strategies that enable consumers to become advocates.</p> <p><b>3.2.4</b> Analyze the effects of consumer protection laws on advocacy.</p> <p><b>3.2.5</b> Apply strategies to reduce the risk of consumer fraud.</p> <p><b>3.2.7</b> Analyze the effects of business and industry policies and procedures on advocacy.</p> <p><b>3.2.8</b> Analyze the use of educational and promotional materials in consumer advocacy.</p>
Evaluate sources of consumer information.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHII.1, 8; VUS.1, 8; GOVT.1, 7, 8, 9, 14, 15, 16	<p><b>Financial Fitness</b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b>Power of One</b></p>	<p><b>3.2.3</b> Demonstrate strategies that enable consumers to become advocates.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>	
Identify the components of a financial plan.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1	<p><b>Financial Fitness</b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> </ul>	<p><b>2.1.1</b> Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Protecting</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p><b>2.1.2</b> Analyze how individuals and families make choices to satisfy needs and wants.</p> <p><b>3.3.1</b> Explain the effects of the economy on personal income, individual and family security, and consumer decisions.</p> <p><b>3.3.2</b> Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.</p> <p><b>3.3.6</b> Analyze the effect of key lifecycle transitions on financial planning.</p>
Identify factors that contribute to establishing and maintaining a good credit rating.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1, 15, 16	<p><b>Financial Fitness</b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul>	<p><b>3.3.2</b> Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.</p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p><b>3.3.3</b> Analyze the effect of consumer credit on short- and long-term financial planning.</p>
<p>Evaluate financial institutions and services (e.g., savings, investments, credit).</p>	<p>English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHIL.1; VUS.1; GOVT.1, 15, 16</p>	<p><b>Financial Fitness</b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> </ul>	<p><b>3.3.3</b> Analyze the effect of consumer credit on short- and long-term financial planning.</p> <p><b>3.3.4</b> Compare investment and savings alternatives.</p> <p><b>3.3.5</b></p>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>	<p>Examine the effects of risk management strategies on long-term financial planning.</p> <p><b>3.3.7</b> Explain the role of estate planning in long-term financial planning.</p>
Compare investment and savings alternatives.	<p>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1, 15, 16</p>	<p><b>Financial Fitness</b></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>	<p><b>3.3.4</b> Compare investment and savings alternatives.</p>

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

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

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

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• The Resilient You</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• Food Innovations</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation!</li> <li>• Public Policy Advocate</li> <li>• Sports Nutrition</li> </ul>	individual and family health throughout the life span.
Identify strategies to achieve and maintain wellness.	<p>English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6</p> <p>History and Social Science: GOVT.14, 15</p>	<p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul>	<p><b>2.1.7</b> Apply consumer skills to decisions about recreation.</p> <p><b>9.2.5</b> Demonstrate practices and procedures that assure personal and workplace health and hygiene.</p> <p><b>13.1.6</b> Demonstrate stress management strategies for family, work, and community settings.</p>

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
		<ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Student Body</b></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Nutrition and Wellness</li> <li>• Professional Presentation</li> </ul>	
Evaluate sources of wellness information.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1	<p><b>Power of One</b></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>	<p><b>2.1.6</b> Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.</p> <p><b>2.4.2</b></p>

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

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

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
Explain responsible citizenship.	English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5  History and Social Science: WG.1; WHI.1; WHII.1; VUS.1; GOVT.1, 3, 16	<b>Power of One</b> <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> <b>STAND Up</b> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <b>Competitive Event--STAR Events</b> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Promote and Publicize FCCLA!</li> <li>• Public Policy Advocate</li> </ul>	<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.
Identify ethical, legal, and practical issues associated	English: 9.5, 10.5, 11.5, 12.5	<b>Power of One</b> <ul style="list-style-type: none"> <li>• A Better You</li> </ul>	<b>1.1.4</b>

Task	SOL Correlations	FCCLA Correlations	FACS National Standards Correlations
with individual actions.	History and Social Science: WG.1, 2; WHI.1; WHII.1, 11, 14; VUS.1, 14; GOVT.1, 3, 16	<ul style="list-style-type: none"> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><b>STAND Up</b></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><b>Competitive Event--STAR Events</b></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Parliamentary Procedure</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>	<p>Analyze potential effects of various career path decisions on balancing work and family.</p> <p><b>13.2.5</b> Explain the effects of personal standards and behaviors on interpersonal relationships.</p> <p><b>13.3.2</b> Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.</p> <p><b>13.6.1</b> Apply critical thinking and ethical criteria to evaluate interpersonal relationships.</p> <p><b>13.6.2</b> Apply ethical guidelines when assessing interpersonal issues and situations.</p> <p><b>13.6.3</b> Apply critical thinking and ethical standards when making judgments and taking action.</p> <p><b>13.6.4</b></p>

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

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

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