

# Standards Correlations

## Family and Human Services I (8264)

**Note:** Subject matter in this course prepares students for participation in FCCLA. Subject matter in this course prepares students for FCCLA/Life Smarts Knowledge Bowl competition or Knowledge Matters Virtual Business Challenge. Explore the national FCCLA website ([www.fcclainc.org](http://www.fcclainc.org)) for additional contests offered yearly that would support content in this class, as well as Skill Demonstration Competitions conducted at National Fall Conference. FCCLA offers three online events: Digital Stories for Change, Instructional Video Design, and FCCLA Chapter Website, which could use content from this FCS course. Competitive Events, including STAR Events and National Programs, are subject to changes/additions on a yearly basis.

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

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

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

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

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	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 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		

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
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, AFDA.7, AFDA.8, COM.1, COM.3, COM.5, COM.8		

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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, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p>		

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
	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 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1,		

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	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		
Demonstrate workplace safety.	English: 6.4, 7.4, 8.4, 9.5, 10.5, 11.5, 12.5		

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

<b>Task</b>	<b>SOL Correlations</b>	<b>National Standards for Family and Consumer Sciences Education</b>	<b>FCCLA Correlations</b>
underlie an industry/organization.			
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			

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organizations as an adult.			
Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.			
Identify Internet safety issues and procedures for complying with acceptable use standards.			
<b>Exploring Work-Based Learning</b>			
Identify the types of work-based learning (WBL) opportunities.			
Reflect on lessons learned during the WBL experience.			
Explore career opportunities related			

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to the WBL experience.			
Participate in a WBL experience, when appropriate.			
<b>Balancing Work and Family</b>			
Analyze the meaning of work and the meaning of family.	English: 9.5, 10.5, 11.5, 12.5 History and Social Sciences: WG.4	<b>1.1</b> Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Families First</u> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>

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			<u>Competitive Event—STAR Events</u> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<p>Compare how families affect work life and how work life affects families.</p>	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: GOVT.11</p>	<p><b>1.1</b> Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).</p>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Families First</u> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
Identify strategies for balancing work and family.	<p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Sciences: GOVT.11</p>	<p><b>1.1</b> Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Families First</u></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><u>Power of One</u></p>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><u>Competitive Event—STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Early Childhood Education</li> <li>• Focus on Children</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Teach or Train</li> </ul>
<b>Exploring the Family and Work Life Ecosystem</b>			

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Identify roles in work, community, and family settings.	<p>English: 11.5</p> <p>History and Social Sciences: VUS.1, VUS.8, VUS.10, VUS.11, VUS.13, VUS.14</p>	<p><b>1.1.2</b> Analyze the effects of social, economic, and technological changes on work and family dynamics.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Families First</u></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><u>Financial Fitness</u></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Focus on Children</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Describe the alignment between family and career pathways throughout the family life cycle.	<p>English: 11.5</p> <p>History and Social Sciences: VUS.1, VUS.8, VUS.10, VUS.11, VUS.13, VUS.14</p>	<p><b>1.1.4</b> Analyze potential effects of various career path decisions on balancing work and family.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Families First</u></p> <ul style="list-style-type: none"> <li>• Families Today</li> <li>• You Me Us</li> <li>• Meet the Challenge</li> <li>• Balancing Family &amp; Career</li> <li>• Parent Practice</li> </ul> <p><u>Financial Fitness</u></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
<b>Describing the Needs of Diverse Populations</b>			
Identify diverse needs.	<p>English: 11.5</p> <p>History and Social Sciences: VUS.13, VUS.14</p>	<p><b>7.5.1</b> Describe needs and accommodations for people with a variety of conditions that could affect their well-being.</p>	<p><u>Financial Fitness</u></p> <ul style="list-style-type: none"> <li>• Earning</li> <li>• Spending</li> <li>• Saving</li> <li>• Protecting</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><u>Competitive Event--STAR Events</u></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>
Describe services for diverse populations.	<p>English: 11.5</p> <p>History and Social Sciences: VUS.13, VUS.14</p>	<p><b>7.5.1</b> Describe needs and accommodations for people with a variety of conditions that could affect their well-being.</p>	<p><u>Community Service</u></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Chapter Service Project (Portfolio or Display)</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Evaluate formal and informal assessments.	English: 11.3, 11.5	<b>7.3.4</b> Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs,	<p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		preferences, and interests across the life span.	<ul style="list-style-type: none"> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>
<b>Examining Ethical and Professional Concerns</b>			
Differentiate between legal and ethical concepts in human services.	English: 11.3, 11.5  History and Social Sciences: VUS.1	<b>7.2.2</b> Analyze professional, ethical, legal, and safety issues for human service employees.  <b>7.2.4</b>	<u>Community Service</u> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>Analyze harmful, fraudulent, unethical, and deceptive human services practices.</p> <p><b>7.3.2</b> Demonstrate professional and ethical behavior with peers in a variety of settings.</p>	<ul style="list-style-type: none"> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Chapter Service Project (Portfolio or Display)</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>
Describe legal and ethical topics in human services.	English: 11.5	<p><b>7.2.2</b> Analyze professional, ethical, legal, and safety issues for human service employees.</p> <p><b>7.2.4</b> Analyze harmful, fraudulent, unethical, and deceptive human services practices.</p>	<p><u>Community Service</u></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p><b>7.3.2</b> Demonstrate professional and ethical behavior with peers in a variety of settings.</p>	<ul style="list-style-type: none"> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Chapter Service Project (Portfolio or Display)</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>
Describe elements of professionalism in human services.	English: 11.5	<p><b>7.2.2</b> Analyze professional, ethical, legal, and safety issues for human service employees.</p> <p><b>7.2.6</b> Analyze effective self-advocacy strategies for human services professionals.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p><b>7.3</b> Demonstrate professional behaviors, skills, and knowledge in providing family and human services.</p> <p><b>7.4.4</b> Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.</p>	<ul style="list-style-type: none"> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Describe the importance of cultural competency in human services professions.	English: 11.5	<p><b>7.3</b> Demonstrate professional behaviors, skills, and knowledge in providing family and human services.</p>	<p><u>Japanese Exchange Program</u></p> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>STAND Up</u> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
<b>Understanding Assistance for Diverse Populations</b>			
Research local and regional human services organizations.	English: 11.5, 11.8  History and Social Sciences: VUS.1	<b>7.2.7</b> Analyze community-networking opportunities in family and human services.  <b>7.5.4</b> Summarize the importance of friends, family, and community relationships for individuals with	<u>Community Service</u> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		a variety of conditions that affect their well-being.	<ul style="list-style-type: none"> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Chapter Service Project (Portfolio or Display)</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> <li>• Public Policy Advocate</li> </ul>
Identify uses of technology in the provision of human services.	English: 11.5  History and Social Sciences: VUS.14	<b>7.3.5</b> Demonstrate use of current and evolving technology in human services.	<p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Advocate</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
<b>Understanding Supports for Older Adults</b>			
Identify common characteristics of older adults.	English: 11.5	<p><b>7.4</b> Analyze the impact of conditions that could influence the well-being of individuals and families.</p> <p><b>7.5</b> Evaluate services for individuals and families with a variety of conditions that could impact their well-being.</p>	<u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>STAND Up</u> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			Action <ul style="list-style-type: none"> <li>• Professional Presentation</li> </ul>
Identify ways to facilitate the independence of older adults.	English: 11.5	<b>7.5</b> Evaluate services for individuals and families with a variety of conditions that could impact their well-being.	<u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>STAND Up</u> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Describe elder abuse, neglect, and exploitation.	English: 11.3, 11.5	<b>7.2.4</b> Analyze harmful, fraudulent, unethical, and deceptive human services practices.  <b>7.4</b>	<u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		<p>Analyze the impact of conditions that could influence the well-being of individuals and families.</p> <p><b>7.4.5</b> Analyze situations which require crisis intervention.</p>	<p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Identify support resources for older adults.	<p>English: 11.5, 11.8</p> <p>History and Social Sciences: VUS.13, VUS.14</p>	<p><b>7.2.1</b> Describe local, state, and national agencies and informal support resources providing human services.</p> <p><b>7.5</b> Evaluate services for individuals and families with a variety of conditions that could impact their well-being.</p> <p><b>7.5.6</b> Identify strategies that help participants make informed choices, access resources and</p>	<p><u>Community Service</u></p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Serve</li> <li>• Lead</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		support, follow through on responsibilities, and take appropriate risks.	<ul style="list-style-type: none"> <li>• Advocate</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Chapter Service Project (Portfolio or Display)</li> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
<b>Understanding Physical and Behavioral Health Care</b>			
Describe ways to assist clients with ADL.	English: 11.5	<p><b>7.1.1</b> Explain the roles and functions of individuals engaged in family and human services careers.</p> <p><b>7.5</b> Evaluate services for individuals and families with a variety of conditions that could impact their well-being.</p>	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Describe healthcare skills needed by human services professionals.	English: 11.5, 11.8	<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>7.4.6</b> Summarize the appropriate support needed to address selected human services issues.</p> <p><b>7.5.1</b> Describe needs and accommodations for people with a variety of conditions that could affect their well-being.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Advocate</li> </ul> <u>Student Body</u> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <u>Competitive Event--STAR Events</u> <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>• Public Policy Advocate</li> </ul>
<b>Managing the Home Environment</b>			
Describe techniques for daily living.	English: 11.1, 11.5	<b>7.4.2</b> Analyze management and living environment issues of individuals and family conditions that influence their well-being.	<u>Career Connection</u> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><u>Competitive Event--STAR Events</u></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>
Describe ways to modify the home to accommodate various needs.	English: 11.1, 11.5	<b>7.4.2</b> Analyze management and living environment issues of individuals	<u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
		and family conditions that influence their well-being.	<ul style="list-style-type: none"> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
<b>Managing Nutritional Needs</b>			
Identify principles of nutrition and specialized dietary plans.	English: 11.5, 11.8	<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><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<ul style="list-style-type: none"> <li>• Advocate</li> </ul> <p><u>Student Body</u></p> <ul style="list-style-type: none"> <li>• The Healthy You</li> <li>• The Fit You</li> <li>• The Real You</li> <li>• The Resilient You</li> </ul> <p><u>Competitive Event--STAR Events</u></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>• Public Policy Advocate</li> </ul>
Describe safe food preparation techniques and food handling practices.	English: 11.5	<p><b>7.4.2</b> Analyze management and living environment issues of individuals and family conditions that influence their well-being.</p>	<p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <p><u>Student Body</u></p>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<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><u>Competitive Event--STAR Events</u></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>
<b>Developing Communication Skills</b>			
Identify ways to communicate with diverse populations.	English: 11.5	<p><b>7.2.6</b> Analyze effective self-advocacy strategies for human services professionals.</p> <p><b>7.5.7</b> Demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.</p>	<p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>STAND Up</u></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul>

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
			<u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
Describe types of written communication used in human services.	English: 11.5		<u>Power of One</u> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <u>STAND Up</u> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Educate</li> <li>• Advocate</li> </ul> <u>Competitive Event--STAR Events</u> <ul style="list-style-type: none"> <li>• Interpersonal Communications</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
<b>Exploring Human Services Careers</b>			

Task	SOL Correlations	National Standards for Family and Consumer Sciences Education	FCCLA Correlations
<p>Research career pathways in human services.</p>	<p>English: 11.5, 11.8</p> <p>History and Social Sciences: VUS.1</p>	<p><b>7.1.3</b> Summarize education and training requirements and opportunities for career paths in family and human services.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> <li>• Interpersonal Communications</li> <li>• Job Interview</li> <li>• National Programs in Action</li> <li>• Professional Presentation</li> </ul>
<p>Explore selected occupations in human services.</p>	<p>English: 11.5, 11.8</p> <p>History and Social Sciences: VUS.1</p>	<p><b>7.1</b> Analyze career paths within family and human services.</p> <p><b>7.1.1</b> Explain the roles and functions of individuals engaged in family and human services careers.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> </ul>

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Evaluate personal assets for potential careers.	English: 11.5, 11.8	<p><b>7.1.1</b> Explain the roles and functions of individuals engaged in family and human services careers.</p>	<p><u>Career Connection</u></p> <ul style="list-style-type: none"> <li>• My Skills</li> <li>• My Life</li> <li>• My Career</li> <li>• My Plan</li> </ul> <p><u>Power of One</u></p> <ul style="list-style-type: none"> <li>• A Better You</li> <li>• Family Ties</li> <li>• Working on Working</li> <li>• Take the Lead</li> <li>• Speak out for FCCLA</li> </ul> <p><u>Competitive Event--STAR Events</u></p> <ul style="list-style-type: none"> <li>• Career Investigation</li> </ul>

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