

Standards Correlations

Introduction to Early Childhood Education (8233, 8234)

| Task | SOL Correlations | National Standards for Family and Consumer Sciences Education | FCCLA Correlations |
|---|---|---|--------------------|
| Demonstrating Personal Qualities and Abilities | | | |
| Demonstrate creativity and innovation. | English: 6.1, 6.3, 6.4, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1 Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.10, 6.11, | | |

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| | 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 | | |

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| | 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, 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 | | |

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| 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 | | |

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| 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 | | |
| Demonstrating Interpersonal Skills | | | |
| Demonstrate conflict-resolution skills. | English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 10.1, 11.1, 12.1 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, VUS.1 | | |
| Demonstrate listening and speaking skills. | English: 6.1, 6.2, 6.4, 6.6, 7.1, 7.2, 7.4, 7.6, 8.1, 8.2, 8.4, 8.6, 9.1, 10.1, 11.1, 12.1 | | |

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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 | | |
| 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 | | |
| Demonstrating Professional Competencies | | | |
| Demonstrate big-picture thinking. | English: 6.1, 6.4, 7.1, 7.4, 8.1, 8.4, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, | | |

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| | WG.1, WHI.1, WHII.1 | | |
| Demonstrate career- and life-management skills. | English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6 History and Social Science: CE.1, CE.4, CE.12, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 8.4 | | |
| Demonstrate continuous learning and adaptability. | English: 6.1, 6.4, 6.7, 6.9, 7.1, 7.4, 7.7, 7.9, 8.1, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 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, | | |

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| | 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, | | |

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| | AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, COM.1, COM.3, COM.5, COM.8 | | |
| Demonstrate information-literacy skills. | English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.9, 9.2, 9.5, 9.6, 9.8, 10.2, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 7.8, 7.9, 8.11, 8.12, A.8, A.9, AFDA.3, AFDA.4, AFDA.6, AFDA.7, AFDA.8, DM.8, | | |

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

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| 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, | | |

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| | A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AII.4, AII.7, AII.9, COM.1, COM.7, COM.10, COM.11, COM.12, COM.16 Science: CH.1, ES.1, LS.1, PH.1, PS.1 | | |
| Apply mathematical skills to job-specific tasks. | English: 6.4, 6.6, 6.7, 7.4, 7.6, 7.7, 8.4, 8.6, 8.7, 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6 History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 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, | | |

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| | 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, | | |

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| | 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 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Science: CH.1 | | |
| Examining All Aspects of an Industry | | | |
| Examine aspects of planning within an industry/organization. | History and Social Science: GOVT.16 | | |
| Examine aspects of management within an | | | |

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| 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. | | | |
| 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 | | |

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| Addressing Elements of Student Life | | | |
| Identify the purposes and goals of the student organization. | | | |
| Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult. | | | |
| Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects. | | | |
| Identify Internet safety issues and procedures for complying with acceptable use standards. | | | |

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| Exploring Work-Based Learning | | | |
| Identify the types of work-based learning (WBL) opportunities. | | | |
| Reflect on lessons learned during the WBL experience. | | | |
| Explore career opportunities related to the WBL experience. | | | |
| Participate in a WBL experience, when appropriate. | | | |
| Balancing Work and Family | | | |
| Analyze the meaning of work and the meaning of family. | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: GOVT.1, GOVT.9</p> | | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Balancing Family and Career • Earning • Families Today • Family Ties • Meet the Challenge • Parent Practice • Protecting • Saving • Spending • The Real You |

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| | | | <ul style="list-style-type: none"> • The Resilient You • Working on Working • You-Me-Us <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Entrepreneurship • Illustrated Talk • Interpersonal Communications • Job Interview |
| Compare how families affect work life and how work life affects families. | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: GOVT.1, GOVT.9</p> | | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Balancing Family and Career • Earning • Families Today • Family Ties • Meet the Challenge • Parent Practice • Protecting • Saving • Spending • Working on Working • You-Me-Us <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation |

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| | | | <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Entrepreneurship • Illustrated Talk • Interpersonal Communications • Job Interview |
| Identify management strategies for balancing work and family roles. | History and Social Science: GOVT.1 | | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Balancing Family and Career • Families Today • Family Ties • Meet the Challenge • Parent Practice • The Fit You • The Healthy You • The Real You • The Resilient You • Working on Working • You-Me-Us <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Interpersonal Communications • Job Interview |
| Exploring Early Childhood Education | | | |

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| Differentiate among the types of early childhood education programs. | <p>English: 9.8, 10.8, 11.8, 12.8</p> <p>History and Social Science: GOVT.9</p> | | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Balancing Family and Career • Earning • Families Today • Family Ties • Lead • Learn • Meet the Challenge • Serve • Spending • Working on Working • You-Me-Us <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Advocacy • Check the national website for Skill Events • Check the national website for online events • Life Event Planning |
| Analyze the relationships, roles, and partnerships among the child, parent, and early childhood professional. | English: 9.5, 10.5, 11.5, 12.5 | <p>4.5.4</p> <p>Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Balancing Family and Career • Families Today • Family Ties • Meet the Challenge • Parent Practice • Working on Working • You-Me-Us |

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| | | | <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Focus on Children • Illustrated Talk • Interpersonal Communications • Life Event Planning • National Programs in Action |
| <p>Identify cultural, religious, family, and environmental factors that affect a child's development.</p> | <p>English: 9.5, 10.5, 11.5, 12.5</p> | <p>4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.</p> <p>4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.</p> <p>4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Balancing Family and Career • Families Today • Family Ties • Meet the Challenge • You-Me-Us <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Focus on Children • Illustrated Talk • National Programs in Action |

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| Investigate federal, state, and other regulatory agencies monitoring the early childhood education industry. | English: 9.5, 9.6, 9.8, 10.5, 10.6, 10.8, 11.5, 11.6, 11.8, 12.5, 12.7, 12.8 History and Social Science: GOVT.8, GOVT.9, GOVT.15 | 4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families. | FCCLA National Programs <ul style="list-style-type: none"> • A Better You • Balancing Family and Career • Families Today • Family Ties • Meet the Challenge • Parent Practice • Working on Working • You-Me-Us FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Advocacy • Check the national website for Skill Events • Check the national website for online events • Entrepreneurship • Illustrated Talk • Interpersonal Communications • Life Event Planning • National Programs in Action |
| Exploring Early Childhood Education Careers | | | |
| Compile a list of careers related to the early childhood education industry. | English: 9.5, 9.6, 9.8, 10.5, 10.6, 10.8, 11.5, 11.6, 11.8, 12.5, 12.8 | 4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers. 4.1.3 | FCCLA National Programs <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events |

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| | | Summarize education and training requirements and opportunities for career paths in early childhood, education, and services. | <ul style="list-style-type: none"> • Check the national website for online events • Entrepreneurship • Illustrated Talk • Life Event Planning • National Programs in Action |
| Identify roles and responsibilities of an entry-level early childhood education professional. | | 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services. | FCCLA National Programs <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Job Interview • Life Event Planning • National Programs in Action |
| Investigate the education/training requirements of identified careers in early childhood education. | English: 9.5, 10.5, 11.5, 12.5 | 4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers. 4.1.3 Summarize education and training requirements and | FCCLA National Programs <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events |

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| | | <p>opportunities for career paths in early childhood, education, and services.</p> <p>4.6.1 Explore opportunities for continuing training and education.</p> <p>4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations</p> | <ul style="list-style-type: none"> • Entrepreneurship • Illustrated Talk • Job Interview • Life Event Planning |
| Identify specific entrepreneurial possibilities in early childhood education. | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: GOVT.16</p> | <p>4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.</p> <p>4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</p> <p>4.6.5</p> | <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Entrepreneurship • Illustrated Talk • Job Interview • Life Event Planning • National Programs in Action |

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| | | Apply entrepreneurial and management skills to planning businesses in early childhood, education, and services. | |
| Analyze labor market data about early childhood education and related careers. | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 | <p>4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.</p> <p>4.6.5 Apply entrepreneurial and management skills to planning businesses in early childhood, education, and services.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Earning • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Job Interview • National Programs in Action |
| Analyze the career lattice in the early childhood education industry that progresses from entry-level to professional positions. | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 | <p>4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.</p> <p>4.6.5 Apply entrepreneurial and management skills to planning businesses in early</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk |

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| | | childhood, education, and services. | <ul style="list-style-type: none"> • Job Interview • National Programs in Action |
| Interview an early childhood education professional. | | <p>4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.</p> <p>4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.</p> <p>4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</p> <p>4.1.6 Analyze the role of professional organizations in education and early childhood.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Interpersonal Communications • Job Interview |
| Identify the ages and stages of development of | English: 9.5, 10.5, 11.5, 12.5 | 4.2.2 Explore assessment tools and methods to observe and | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties |

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| infants, toddlers, preschoolers, school-age children, and children with exceptional needs. | | interpret children's growth and development and apply to assess growth and development across the lifespan. | <ul style="list-style-type: none"> • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Focus on Children • Illustrated Talk • National Programs in Action |
| Identify developmental observation methods using data collection tools. | English: 9.6, 9.7, 10.6, 10.7, 11.6, 12.6 | 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan. | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Focus on Children • Illustrated Talk • National Programs in Action |
| Identify steps to ensure bias-free observations. | History and Social Science: GOVT.1, VUS.1, WG.1, WHI.1, WHII.1 | 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan. | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk |

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| <p>Identify developmentally appropriate practices that support and maximize development and learning for all children.</p> | <p>English: 9.5, 10.5, 11.5, 12.5</p> | <p>4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.</p> <p>4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.</p> <p>4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.</p> <p>4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.</p> <p>4.3.6</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Focus on Children • Illustrated Talk • Teach and Train |

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| | | Establish effective activities, routines, and transitions for various age groups. | |
| Describe the responsibilities of being a mandated reporter of child abuse and/or neglect. | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 | 4.4.5 Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities. | FCCLA National Programs <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Interpersonal Communications |
| Analyzing Healthy and Safe Environments for Children | | | |
| Describe the needs of children at various ages regarding space, equipment, materials management, and room or area arrangement. | English: 9.5, 10.5, 11.5, 12.5 | 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity. 4.4.2 Apply safe and healthy practices that comply with local, state, and federal | FCCLA National Programs <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk |

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| | | regulations to assure learners' safety. | |
| Design an indoor and/or outdoor learning environment. | | <p>4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Focus on Children • Illustrated Talk • Interior Design |
| Develop a list of general health practices for adults and children in an early childhood education program. | English: 9.5, 10.5, 11.5, 12.5 | <p>4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.</p> <p>4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • The Healthy You • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Interpersonal Communications |

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| | | <p>4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.</p> | |
| <p>Identify safety hazards and ways to protect children from them.</p> | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: GOVT.14, GOVT.15, VUS.8</p> | <p>4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.</p> <p>4.4.7 Demonstrate security and emergency procedures.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Advocacy • Check the national website for Skill Events • Check the national website for online events • Focus on Children • Illustrated Talk |
| <p>Identify components of healthy snacks for young children.</p> | <p>English: 9.5, 10.5, 11.5, 12.5</p> | <p>4.4.4 Plan safe and healthy meals and snacks that meet USDA standards.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Focus on Children • Illustrated Talk |

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| Identify the characteristics of a healthy child and behavioral/physical symptoms of selected childhood illnesses/diseases. | English: 9.5, 10.5, 11.5, 12.5 | 4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma. | FCCLA National Programs <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events |
| Compile a list of community health, counseling, and emergency resource agencies. | English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6 | 4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families. | FCCLA National Programs <ul style="list-style-type: none"> • A Better You • Family Ties • Lead • Learn • Serve • Working on Working FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Advocacy • Chapter Service Project Display • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Teach and Train |
| Identifying Individual Characteristics and Skills Necessary for Career Success | | | |
| Describe ethical issues pertaining to employment in the | English: 9.5, 10.5, 11.5, 12.5 | 4.6.2 Apply professional ethical standards as accepted by the | FCCLA National Programs <ul style="list-style-type: none"> • A Better You • Family Ties |

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| early childhood development profession. | History and Social Science: VUS.13 | recognized professional organizations. | <ul style="list-style-type: none"> • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Job Interview |
| Develop a skills profile for a selected job involving children. | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 | <p>4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</p> <p>4.6.1 Explore opportunities for continuing training and education.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Interpersonal Communications • Job Interview • National Programs in Action |
| Analyze personal interests, abilities, skills, and dispositions. | | | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation |

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| | | | <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Interpersonal Communications • Job Interview |
| Determine the characteristics and skills necessary to obtain and maintain successful employment in careers involving children. | | <p>4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • The Fit You • The Healthy You • The Real You • The Resilient You • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Interpersonal Communications • Job Interview |
| Practice pre-employment skills. | English: 9.6, 10.6, 11.6, 12.6 | <p>4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation |

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| | | | <ul style="list-style-type: none"> • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Interpersonal Communications • Job Interview • Life Event Planning • National Programs in Action |
| <p>Complete an observation, shadowing, or internship experience in an early childhood education.</p> | | <p>4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.</p> <p>4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Check the national website for Skill Events • Check the national website for online events • Illustrated Talk • Interpersonal Communications • Job Interview • Life Event Planning • National Programs in Action |