

Standards Correlations

Nutrition and Wellness (8228, 8229)

| Task | SOL Correlations | National Standards for Family and Consumer Sciences Education | FCCLA Correlations |
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| 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, 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, | | |

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| | 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 | | |

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|--|--|---|--------------------|
| | 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 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 | | |
| 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, | | |

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| | 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 | | |
| Demonstrate career- and life-management skills. | English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6 History and Social Science: CE.1, CE.4, CE.12, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 8.4 | | |
| Demonstrate continuous learning and adaptability. | English: 6.1, 6.4, 6.7, 6.9, 7.1, 7.4, 7.7, 7.9, 8.1, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 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 | | |

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| | Science: BIO.1, CH.1, LS.1, PH.1, PH.4, PS.1 | | |
| Manage time and resources. | English: 6.1, 6.2, 6.4, 6.7, 6.9, 7.1, 7.2, 7.4, 7.7, 7.9, 8.1, 8.2, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8 History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 Mathematics: 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.4, 8.11, 8.12, 8.13, 8.14, 8.17, 8.18, A.4, A.5, A.8, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, COM.1, COM.3, COM.5, COM.8 | | |
| Demonstrate information-literacy skills. | English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.9, 9.2, 9.5, 9.6, 9.8, 10.2, 10.5, 10.6, | | |

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

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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: 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, | | |

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| | 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, 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 | | |

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| | 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 History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1 | | |

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| | Science: CH.1 | | |
| Examining All Aspects of an Industry | | | |
| Examine aspects of planning within an industry/organization. | History and Social Science: GOVT.16 | | |
| Examine aspects of management within an industry/organization. | | | |
| Examine aspects of financial responsibility within an industry/organization. | | | |
| Examine technical and production skills required of workers within an industry/organization. | | | |
| Examine principles of technology that underlie an industry/organization. | | | |
| Examine labor issues related to an industry/organization. | History and Social Science: GOVT.16 | | |

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

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| meetings, programs, and projects. | | | |
| Identify Internet safety issues and procedures for complying with acceptable use standards. | | | |
| Exploring Work-Based Learning | | | |
| Identify the types of work-based learning (WBL) opportunities. | | | |
| Reflect on lessons learned during the WBL experience. | | | |
| Explore career opportunities related to the WBL experience. | | | |
| Participate in a WBL experience, when appropriate. | | | |
| Balancing Work and Family | | | |
| Analyze the meaning of work and the meaning of family. | English: 9.5, 10.5, 11.5, 12.5 | 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, | FCCLA National Programs <ul style="list-style-type: none"> Families First: Balancing Family and Career |

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| | History and Social Science: GOVT.1 | family, career, community, and global). | <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: Family Ties • Power of One: Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Event Management • Interpersonal Communications • Job Interview • Leadership • National Programs in Action • Professional Presentation • Promote and Publicize FCCLA! • Public Policy Advocate |
| Compare how families affect work life and how work life affects families. | English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.1 | 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Power of One: Family Ties • Power of One: 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"> • Event Management • Interpersonal Communications • Job Interview • Leadership • National Programs in Action • Professional Presentation • Promote and Publicize FCCLA! • Public Policy Advocate |
| Identify management strategies for balancing work and family roles. | History and Social Science: GOVT.1 | 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). | FCCLA National Programs <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Power of One: Family Ties • Power of One: Working on Working FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Event Management • Interpersonal Communications • Job Interview • Leadership • National Programs in Action • Professional Presentation • Promote and Publicize FCCLA! • Public Policy Advocate |

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| Understanding Wellness | | | |
| Explain the relationship between nutrition and wellness. | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: GOVT.12, GOVT.14, GOVT.15, VUS.1, VUS.7, VUS.8, WG.1, WG.4, WG.9, WG.16, WHI.6, WHII.1, WHII.8, WHII.14</p> | <p>14.2.1 Evaluate the effect of nutrition on health, wellness and performance.</p> <p>14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Speak Out for FCCLA • Power of One: Take the Lead • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Culinary Arts • Event Management • Focus on Children • Food Innovations • Hospitality, Tourism, and Recreation • National Programs in Action |

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| | | | <ul style="list-style-type: none"> • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition |
| Explore factors that influence wellness and lifestyle practices across the lifespan. | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: VUS.8, VUS.14, WG.1, WG.5, WG.6, WHII.14</p> | <p>14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Community Service: Lead • Community Service: Learn • Community Service: Serve • FACTS: People • FACTS: Roads • FACTS: Vehicles • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Speak Out for FCCLA • Power of One: Take the Lead • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You |

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| | | | <ul style="list-style-type: none"> • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Chapter in Review Display • Culinary Arts • Event Management • Focus on Children • Food Innovations • Hospitality, Tourism, and Recreation • Leadership • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition |
| Explain the relationship between physical fitness and wellness. | English: 9.5, 10.5, 11.5, 12.5 | 14.2.1 Evaluate the effect of nutrition on health, wellness and performance. | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You |

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| | | | <ul style="list-style-type: none"> • Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Event Management • Focus on Children • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition |
| Identify community resources and services for nutrition and wellness. | English: 9.8, 10.8, 11.8, 12.8 History and Social Science: GOVT.14, GOVT.15, VUS.8 | 14.1.5 Analyze legislation and regulations related to nutrition and wellness. 14.3.4 Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families. | FCCLA National Programs <ul style="list-style-type: none"> • Community Service: Lead • Community Service: Learn • Community Service: Serve • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You FCCLA: STAR Events (2019) |

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| | | | <ul style="list-style-type: none"> • Chapter Service Project Display • Event Management • Focus on Children • Food Innovations • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition |
| Analyze the components of a plan to improve physical fitness. | English: 9.5, 10.5, 11.5, 12.5 | 14.2.1 Evaluate the effect of nutrition on health, wellness and performance. | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Event Management • Interpersonal Communications • National Programs in Action • Nutrition and Wellness |

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| | | | <ul style="list-style-type: none"> Professional Presentation Public Policy Advocate Sports Nutrition |
| Identify eating patterns and their effects on wellness. | English: 9.3, 9.8, 10.3, 10.8, 11.3, 11.8, 12.3, 12.5 | <p>14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.</p> <p>14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> Families First: Balancing Family and Career Families First: Families Today Families First: Meet the Challenge Families First: Parent Practice Families First: You-Me-Us Power of One: A Better You Power of One: Family Ties Student Body: The Fit You Student Body: The Healthy You Student Body: The Real You Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> Event Management Food Innovations National Programs in Action Nutrition and Wellness Professional Presentation Public Policy Advocate Sports Nutrition |
| Identify the effects of food fads and diet fads on wellness. | English: 9.3, 10.5, 11.5, 12.5 | 14.2.3 Analyze the effects of food and diet fads, food addictions, | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> Families First: Balancing Family and Career |

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| | | and eating disorders on wellness. | <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition |
| Examine the impact of eating disorders on wellness. | English: 9.5, 10.5, 11.5, 12.5 | 14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness. | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You |

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| | | | <ul style="list-style-type: none"> • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition |
| Explain the relationship between stress and wellness. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3 | <p>14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.</p> <p>14.1.2 Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate |
| Describe strategies to manage stress. | English: 9.5, 10.5, 11.5, 12.5 | <p>14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Power of One: A Better You • Power of One: Family Ties • Power of One: Speak Out for FCCLA • Power of One: Take the Lead |

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| | | <p>components of individual and family wellness.</p> <p>14.1.2 Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.</p> | <ul style="list-style-type: none"> • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Interpersonal Communications • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate |
| Analyze factors that affect emotional well-being. | English: 9.5, 10.5, 11.5, 12.5 | <p>14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.</p> <p>14.1.2 Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • STOP the Violence • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate |

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| Investigate community and national topics related to nutrition and wellness. | <p>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</p> <p>History and Social Science: GOVT.14, GOVT.15, VUS.8</p> <p>Science: BIO.4, BIO.8</p> | <p>14.3.4 Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families.</p> <p>14.4.4 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Community Service: Lead • Community Service: Learn • Community Service: Serve • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • Focus on Children • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate |

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| Analyze economic, environmental, and social determinants that influence food choices and other nutritional practices. | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: GOVT.9, GOVT.14, GOVT.15, WG.1, WG.5, WG.6, WG.9</p> <p>Science: BIO.4, BIO.8</p> | <p>14.3.4 Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families.</p> <p>14.4.4 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.</p> <p>14.4.5 Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate |
| Describe the effects of government policies and regulations on | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: GOVT.9, VUS.8</p> | <p>14.1.5 Analyze legislation and regulations related to nutrition and wellness.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Community Service: Lead • Community Service: Learn • Community Service: Serve • Families First: Families Today |

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| nutrition and wellness. | | <p>14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.</p> <p>14.3.4 Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families.</p> <p>14.4.6 Analyze current consumer information about food safety and sanitation.</p> | <ul style="list-style-type: none"> • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Chapter Service Project Display • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sustainability Challenge |
| Develop a plan to promote and sustain personal wellness. | English: 9.5, 10.5, 11.5, 12.5 | <p>14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Families Today • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending |

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| | | <p>14.2.1 Evaluate the effect of nutrition on health, wellness and performance.</p> <p>14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.</p> | <ul style="list-style-type: none"> • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Interpersonal Communications • Leadership • National Programs in Action • Nutrition and Wellness • Professional Presentation |
| Investigating Principles of Nutrition | | | |
| Identify the functions of macro- and micronutrients and the body's requirements for each. | <p>English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</p> <p>Science: BIO.2</p> | <p>14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.</p> <p>14.5.1</p> | |

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| | | Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods. | |
| Evaluate sources of nutrition information. | English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.1, VUS.1, WG.1, WHI.1, WHII.1 | 14.4.4 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public. | FCCLA National Programs <ul style="list-style-type: none"> • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition |
| Compare human nutritional needs at the different stages of life. | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4 | 14.2.1 Evaluate the effect of nutrition on health, wellness and performance. 14.2.2 Analyze the relationship of nutrition and wellness to | FCCLA National Programs <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties |

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| | | <p>individual and family health throughout the life span.</p> <p>14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.</p> | <ul style="list-style-type: none"> • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Event Management • Focus on Children • Food Innovations • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition • Teach and Train |
| Identify methods for determining a healthy body weight. | English: 9.5, 10.5, 11.5, 12.5 | <p>14.2.1 Evaluate the effect of nutrition on health, wellness and performance.</p> <p>14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.</p> <p>14.3.1</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Power of One: A Better You • Power of One: Family Ties • Power of One: Speak Out for FCCLA • Power of One: Take the Lead • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> |

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| | | Apply current dietary guidelines in planning to meet nutrition and wellness needs. | <ul style="list-style-type: none"> • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition |
| Explain the principles of energy balance. | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4 | <p>14.1.1 Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.</p> <p>14.1.2 Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.</p> <p>14.2.1 Evaluate the effect of nutrition on health, wellness and performance.</p> <p>14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families,</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition |

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| | | including those with special needs. | |
| Explore basic concepts of nutrition for meeting special dietary needs. | English: 9.5, 10.5, 11.5, 12.5 | <p>9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.</p> <p>14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.</p> <p>14.3.4 Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Community Service: Lead • Community Service: Learn • Community Service: Serve • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You |

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| | | <p>wellness of individuals and families.</p> <p>14.4.6 Analyze current consumer information about food safety and sanitation.</p> | |
| Planning Menus and Preparing Food | | | |
| Apply science-based dietary guidelines when planning menus. | English: 9.5, 10.5, 11.5, 12.5 | <p>14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> Families First: Families Today Families First: Meet the Challenge Families First: You-Me-Us Power of One: A Better You Power of One: Family Ties Student Body: The Fit You Student Body: The Healthy You Student Body: The Real You Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> National Programs in Action Nutrition and Wellness Professional Presentation Sports Nutrition |
| Perform nutritional analyses of recipes and menus. | English: 9.5, 10.5, 11.5, 12.5 | 14.2.4 Analyze sources of food and nutrition information, | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> Families First: Families Today Families First: Meet the Challenge |

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| | | <p>including food labels, related to health and wellness.</p> <p>14.5.1 Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods.</p> | <ul style="list-style-type: none"> • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Food Innovations • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition |
| Apply basic concepts of nutrition in meal planning to meet special dietary needs. | English: 9.5, 10.5, 11.5, 12.5 | <p>14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You |

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| | | | FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Event Management • Focus on Children • Food Innovations • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate • Sports Nutrition |
| Use the nutrition facts label to evaluate the nutritional quality of foods. | English: 9.5, 10.5, 11.5, 12.5 | 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness. | FCCLA National Programs <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Food Innovations • National Programs in Action • Nutrition and Wellness • Professional Presentation • Public Policy Advocate |

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| Develop a food budget and comparison-shopping strategies. | English: 9.5, 10.5, 11.5, 12.5 | | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Financial Fitness: Earning • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties • Power of One: Working on Working • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Event Management • Food Innovations • National Programs in Action • Nutrition and Wellness • Professional Presentation |
| Identify the components of a standardized recipe. | English: 9.5, 10.5, 11.5, 12.5 | 14.3.3 Demonstrate ability to select, store, prepare, and serve | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Balancing Family and Career |

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| | | nutritious, aesthetically pleasing food and food product. | <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Culinary Arts • Food Innovations • National Programs in Action • Nutrition and Wellness • Professional Presentation |
| Modify recipes to meet dietary needs. | English: 9.5, 10.5, 11.5, 12.5 | <p>14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families,</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Power of One: A Better You • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Food Innovations • National Programs in Action • Nutrition and Wellness |

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| | | <p>including those with special needs.</p> <p>14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.</p> | <ul style="list-style-type: none"> Professional Presentation Public Policy Advocate |
| Apply time-management principles when planning, preparing, and serving food. | English: 9.5, 10.5, 11.5, 12.5 | <p>14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> Families First: Balancing Family and Career Families First: Parent Practice Power of One: A Better You Power of One: Family Ties Student Body: The Fit You Student Body: The Healthy You Student Body: The Real You Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> Food Innovations National Programs in Action Nutrition and Wellness Professional Presentation Public Policy Advocate |
| Design kitchen work space to facilitate efficient food preparation. | English: 9.5, 10.5, 11.5, 12.5 | <p>14.5.2 Analyze how the scientific and technical advances in food processing, storage,</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> Families First: Balancing Family and Career Families First: Families Today |

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| | | <p>product development, and distribution influence nutrition and wellness.</p> <p>14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.</p> | <ul style="list-style-type: none"> • Families First: Meet the Challenge • Families First: Parent Practice • Families First: You-Me-Us • Power of One: A Better You • Power of One: Family Ties <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Interior Design • National Programs in Action • Professional Presentation |
| Select and use food-preparation utensils and equipment. | English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 | <p>14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.</p> <p>14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Families Today • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Culinary Arts • Hospitality, Tourism, and Recreation • National Programs in Action • Professional Presentation |
| Using Science and Technology in Food Management | | | |
| Analyze the impact of advances in technology and science on the food industry. | English: 9.5, 10.5, 11.5, 12.5 | <p>14.5.1 Investigate how scientific and technical advances influence the nutrient content,</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Families First: You-Me-Us • Financial Fitness: Earning |

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| | History and Social Science: WG.2, WG.5, WHII.14 | <p>availability, and safety of foods.</p> <p>14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.</p> <p>14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.</p> <p>14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.</p> | <ul style="list-style-type: none"> • Financial Fitness: Protecting • Financial Fitness: Saving • Financial Fitness: Spending • Power of One: A Better You • Power of One: Family Ties <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Food Innovations • Hospitality, Tourism, and Recreation • National Programs in Action • Professional Presentation |
| Apply basic food-science principles to food preparation. | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>Science: CH.4, CH.5</p> | <p>14.4.1 Analyze conditions and practices that promote safe food handling.</p> <p>14.5.1 Investigate how scientific and technical advances influence</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Power of One: A Better You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Food Innovations • National Programs in Action • Professional Presentation |

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| | | <p>the nutrient content, availability, and safety of foods.</p> <p>14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.</p> <p>14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.</p> <p>14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.</p> | |
| Identify strategies for conserving environmental resources with regard to food purchase, storage, and disposal. | <p>English: 9.5, 10.5, 11.5, 12.5</p> <p>History and Social Science: GOVT.1, GOVT.15, WG.8, WHII.14</p> | <p>14.4.1 Analyze conditions and practices that promote safe food handling.</p> <p>14.4.2</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Power of One: A Better You • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You |

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| | | <p>Analyze safety and sanitation practices.</p> <p>14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply, including sustainability, organic food production and the impact of genetically modified foods.</p> <p>14.4.4 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.</p> <p>14.4.5 Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.</p> <p>14.4.6 Analyze current consumer information about food safety and sanitation.</p> | <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Food Innovations • National Programs in Action • Professional Presentation • Public Policy Advocate • Repurpose and Redesign • Sustainability Challenge |

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| Ensuring Food Safety | | | |
| Explain the conditions that promote the growth of food-borne pathogens. | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4 | <p>14.4.1 Analyze conditions and practices that promote safe food handling.</p> <p>14.4.2 Analyze safety and sanitation practices.</p> <p>14.4.5 Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Power of One: A Better You • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Culinary Arts • Event Management • National Programs in Action • Professional Presentation • Public Policy Advocate |
| Identify types of food-borne illnesses (i.e., pathogenic and parasitic infections). | English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4 | <p>14.4.5 Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • FACTS: People • FACTS: Roads • FACTS: Vehicles • Families First: Families Today • Families First: Meet the Challenge • Power of One: A Better You • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You |

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| | | | FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Culinary Arts • Event Management • National Programs in Action • Professional Presentation • Public Policy Advocate |
| Demonstrate safe preparation and handling practices for food. | | 14.4.1 Analyze conditions and practices that promote safe food handling. 14.4.2 Analyze safety and sanitation practices. 14.4.4 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public. | FCCLA National Programs <ul style="list-style-type: none"> • Power of One: A Better You • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You • Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Event Management • National Programs in Action • Professional Presentation • Public Policy Advocate |
| Outline steps for cleaning and sanitizing food-preparation utensils and equipment. | English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.15, VUS.8 | 14.4.2 Analyze safety and sanitation practices. 14.4.4 Investigate federal, state, and local inspection and labeling | FCCLA National Programs <ul style="list-style-type: none"> • Families First: Families Today • Families First: Meet the Challenge • Power of One: A Better You • Student Body: The Fit You • Student Body: The Healthy You • Student Body: The Real You |

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| | | systems that protect the health of individuals and the public. | <ul style="list-style-type: none"> • Student Body: The Resilient You FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • National Programs in Action • Professional Presentation • Public Policy Advocate |
| Exploring Careers in the Field of Nutrition and Wellness | | | |
| Explore career pathways in the field of nutrition and wellness. | English: 9.2, 9.5, 10.2, 10.5, 11.2, 11.5, 12.2, 12.5 | 1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career. | FCCLA National Programs <ul style="list-style-type: none"> • Power of One: A Better You • Power of One: Working on Working FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Culinary Arts • Entrepreneurship • Event Management • Hospitality, Tourism, and Recreation • Job Interview • National Programs in Action • Professional Presentation |
| Evaluate personal assets for potential careers. | English: 9.2, 9.5, 10.2, 10.5, 11.2, 11.5, 12.2, 12.5 | 1.3.3 Analyze personal and family assets and skills that provide service to the community. | FCCLA National Programs <ul style="list-style-type: none"> • Power of One: A Better You • Power of One: Working on Working FCCLA: STAR Events (2019) <ul style="list-style-type: none"> • Career Investigation • Culinary Arts |

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| | | | <ul style="list-style-type: none"> • Entrepreneurship • Event Management • Hospitality, Tourism, and Recreation • Job Interview • National Programs in Action • Professional Presentation |
| Match personal assets to specific careers in the field of nutrition and wellness. | English: 9.2, 9.5, 10.2, 10.5, 11.2, 11.5, 12.2, 12.5 | <p>1.1.1 Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.</p> <p>1.1.2 Analyze the effects of social, economic, and technological changes on work and family dynamics.</p> | <p>FCCLA National Programs</p> <ul style="list-style-type: none"> • Power of One: Working on Working <p>FCCLA: STAR Events (2019)</p> <ul style="list-style-type: none"> • Career Investigation • Culinary Arts • Entrepreneurship • Event Management • Hospitality, Tourism, and Recreation • Job Interview • National Programs in Action • Professional Presentation |