

Correlation of *Preparing for Life and Career* to Pre-PAC

Domains and Competencies for *Broad Field Family and Consumer Sciences*

The American Association of Family and Consumer Sciences (AAFCS) in collaboration with AAFCS members and business, industry, and education leaders developed the *Pre-Professional Assessment and Certification (Pre-PAC) Program*. AAFCS administers these standards-based assessments for pre-professionals in family and consumer sciences career areas. The background sources used in developing these assessments include the National Standards for Family and Consumer Sciences Education, the Career Clusters Initiative, and input from business and industry leaders.

The following chart correlates the domains and competencies of the *Broad Field Family and Consumer Sciences* Pre-PAC assessment with the content of *Preparing for Life and Career*. For each competency, the chart lists the chapter number(s) that identify the content location.

After studying the content of this text, students will be able to achieve the following competencies:

| Domain 1: Interpersonal Relationships | | |
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| Competency 1A Analyze functions and expectations of various types of relationships. | | Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see G-W text <i>Succeeding in Life and Career</i> . |
| 1.A.1 | Healthy vs. unhealthy relationships (i.e., strategies for developing healthy relationships) | Ch. 2, 3, 12, 14, 15 |
| 1.A.2 | Emotions associated with relationships (i.e., infatuation, love, affection, trust) | Ch. 2, 3, 14 |
| 1.A.3 | Friendships | Ch. 3, 5 |

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| 1.A.4 | Dating relationships | Ch. 3 |
| 1.A.5 | Engagement | — |
| 1.A.6 | Marriage | Ch. 2 |
| 1.A.7 | Divorce | Ch. 2 |
| 1.A.8 | Custodial relationships | Ch. 2 |
| 1.A.9 | Roles (i.e., role conflict, role expectations, role identity) | Ch. 2, 14 |
| 1.A.10 | Effects of work on individual and family relationships | Ch. 2, 8, 14 |
| 1.A.11 | Maintaining professional relationships | Ch. 8, 10, 11, 13, |
| Competency 1B Analyze personal needs and characteristics and their effects on interpersonal relationships. | | Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see G-W text <i>Succeeding in Life and Career</i> . |
| 1.B.1 | Mate selection | Ch. 3 |
| 1.B.2 | Religion and marriage | — |
| 1.B.3 | Complementary needs, role conflict, and proximity | Ch. 2, 3 |
| 1.B.4 | Varied role expectations | Ch. 1, 2, 3, 14 |
| 1.B.5 | Patterns/styles of adjustment (i.e., accommodation, compromise, concession, hostility) | Ch. 2, 14 |
| 1.B.6 | Types of love (i.e., eros, mature, agape, etc.) | Ch. 3, 14 |
| Competency 1C Demonstrate communication skills that contribute to positive relationships. | | Text Concepts (Related Text Components) |
| 1.C.1 | Verbal communication | Ch. 4, 6, 10, 11, 12, 13, 14, 15 |
| 1.C.2 | Nonverbal communication | Ch. 4, 10, 11, 12, 13, 14 |

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| 1.C.3 | Feedback | Ch. 4, 11, 13 |
| 1.C.4 | Role of empathy in communication | Ch. 3, 11, 13, 14 |
| 1.C.5 | Conflict resolution and tips for productive quarreling | Ch. 1–4, 11, 13, 14, 15 |
| 1.C.6 | Effective communication strategies | Ch. 1–4, 6, 11, 12, 13, 14, 15 |
| Competency 1D Demonstrate standards that guide behavior in interpersonal relationships. | | Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see G-W text <i>Succeeding in Life and Career</i> . |
| 1.D.1 | Risk-taking behaviors in relationships | Ch. 2, 3, 14, 15 |
| 1.D.2 | Assertive vs. aggressive behaviors | Ch. 2, 3, 4, 14 |
| 1.D.3 | Problem-solving and decision-making | Ch. 4, 5, 7, 11, 13, 14, 15 |
| 1.D.4 | Accountability in relationships | Ch. 2, 3, 13, 14 |
| 1.D.5 | Maintaining balance in relationships | Ch. 2, 3, 11, 14 |
| 1.D.6 | Standards for developing quality relationships, including marriage | Ch. 2, 3 |
| 1.D.7 | Common adjustment issues for newlyweds | — |
| 1.D.8 | Patterns of communication that build esteem in family members | Ch. 2, 3, 4, 14 |
| 1.D.9 | Expectations or reasons for parenthood | Ch. 14 |
| 1.D.10 | Scape-goating | — |
| 1.D.11 | Principles of group dynamics and theory | Ch. 11 |
| Domain 2: Life Span and Human Development | | |
| Competency 2A Analyze principles of human growth and development across the life span. | | Text Concepts (Related Text Components) |

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| 2.A.1 | Caring and nurturing environments | Ch. 1, 2, 5, 12, 13, 14 |
| 2.A.2 | Personality development | Ch. 1, 5, 14 |
| 2.A.3 | Family life cycle | Ch. 2, 16 |
| 2.A.4 | Life Course Development Theory | Ch. 2 |
| 2.A.5 | Stages of the life span | Ch. 1, 12 |
| 2.A.6 | Role adjustment across the life span | Ch. 1, 2, 16 |
| 2.A.7 | Adaptation strategies for aging | Ch. 8 |
| 2.A.8 | Balancing roles of work and family | Ch. 8, 14 |
| 2.A.9 | Adolescent development | Ch. 1, 15 |
| 2.A.10 | Parenting strategies | Ch. 12, 14 |
| 2.A.11 | Special learning needs | Ch. 12 |
| Competency 2B Analyze conditions that influence human growth and development. | | Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see G-W text <i>Succeeding in Life and Career</i> . |
| 2.B.1 | Factors that influence personality development | Ch. 1, 2, 5, 14 |
| 2.B.2 | Positive reinforcement | Ch. 1, 2, 5, 12, 13, 14 |
| 2.B.3 | Self-esteem | Ch. 1, 5, 12, 14 |
| 2.B.4 | Family trends | Ch. 2, 8 |
| 2.B.5 | Family ecosystem | Ch. 2 |
| 2.B.6 | Family of origin and family of procreation | Ch. 2 |
| 2.B.7 | Preparation for parenthood | Ch. 13, |
| 2.B.8 | Promoting self efficacy in children with special needs | Ch. 12 |
| 2.B.9 | Nature of human aging | Ch. 2, 8, |

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| 2.B.10 | Effects of historical events on lifespan development | — |
| 2.B.11 | Effects of societal issues and conditions on lifespan development | Ch. 14, 15 |
| Competency 2C Analyze strategies that promote growth and development across the life span. | | Text Concepts (Related Text Components) |
| 2.C.1 | Stages of the family life cycle | Ch. 2 |
| 2.C.2 | Family crisis | Ch. 2 |
| 2.C.3 | Functional families and commitment to meeting individual needs | Ch. 2, 8, 12, 13 |
| 2.C.4 | Family communication strategies (i.e., family meetings, etc.) | Ch. 2 |
| 2.C.5 | Family problem solving strategies | Ch. 2, 15 |
| 2.C.6 | Role of parents in helping children build healthy relationships | Ch. 1, 2 |
| Domain 3: Family Well-Being | | |
| Competency 3A Analyze the effects of family as a system on individuals and society. | | Text Concepts (Related Text Components) |
| 3.A.1 | Family systems (i.e., open and closed systems) | Ch. 2, 14 |
| 3.A.2 | Impact of individual members on the family system | Ch. 1, 2, 14, 15 |
| 3.A.3 | Families of children with disabilities | Ch. 12 |
| 3.A.4 | Complementary roles of parents | Ch. 12, 14 |
| 3.A.5 | Effects of crisis on the family | Ch. 2, 14 |
| 3.A.6 | Effective coping mechanisms for the family | Ch. 2, 14, 15 |
| 3.A.7 | Family resiliency | Ch. 2, 8, 14 |
| 3.A.8 | Reciprocal effects of family and society | Ch. 2, 8, 14, 15 |
| Competency 3B | | Text Concepts |

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| Evaluate the effects of diverse perspectives, needs, and characteristics on individuals and families. | | (Related Text Components) |
| 3.B.1 | Developmental delays | Ch. 12, |
| 3.B.2 | Culturally diverse society | Ch. 7, 17, 21 Ch. 1–27 (Global Connections features) |
| 3.B.3 | Stereotyping and opportunity limitation | Ch. 4, 11 |
| 3.B.4 | Family structures (i.e., nuclear, foster, extended, single-parent, blended, and step families) | Ch. 2 |
| 3.B.5 | Ethical decision-making | Ch. 5, 7, 15, 22, 26, 27 |
| Competency 3C Analyze and promote roles and responsibilities of parenting. | | Text Concepts (Related Text Components) |
| 3.C.1 | Transition to parenting roles | Ch. 14 |
| 3.C.2 | Meeting the physical, emotional, cognitive, and social needs of children | Ch. 5, 12, 13, 14, 17 |
| 3.C.3 | Balancing the needs of the child with the needs of the parent | Ch. 8, 12, 14 |
| 3.C.4 | Effective parental guidance and child development | Ch. 12, 14, 15 |
| 3.C.5 | Basic human needs | Ch. 5, 7, 14, 16, 26 |
| 3.C.6 | Promoting socialization of children | Ch. 12, 13, 14, 17 |
| 3.C.7 | Typical behaviors of children | Ch. 12, 13, 14 |
| Competency 3D Evaluate and promote parenting practices that maximize human growth and development. | | Text Concepts (Related Text Components) |
| 3.D.1 | Reorganization of family to fit needs of children | Ch. 2, 8, 14 |
| 3.D.2 | Age appropriate discipline strategies | Ch. 12, 13, 14 |

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| 3.D.3 | Role of communication in parenting | Ch. 1, 14 |
| 3.D.4 | Types of play (i.e, manipulative, dramatic, and housekeeping, etc.) | Ch. 12, 13, |
| 3.D.5 | Strategies to develop healthy eating habits in children | Ch. 12, 16, 17, 19 |
| Competency 3E Evaluate and promote support systems that provide services for parents and/or families. | | Text Concepts (Related Text Components) |
| 3.E.1 | Crisis situations (i.e., suicide, sexual assault, domestic violence, bullying, death) | Ch. 2, 14, 15 |
| 3.E.2 | Role of social services and social workers | Ch. 1, 2, 14, 15 |
| 3.E.3 | Community-based support groups | Ch. 2, 14 |
| Domain 4: Career Connections | | |
| Competency 4A Analyze strategies to manage multiple roles and responsibilities. | | Text Concepts (Related Text Components) |
| 4.A.1 | Similarities and differences between a career and a job | Ch. 8, 9 |
| 4.A.2 | Strategies for choosing a career | Ch. 8, 9, 10 Ch. 1, 5, 8, 12, 15, 19, 22, 26 (Unit Openers) |
| 4.A.3 | Understanding the paycheck (i.e., net vs. gross pay, take-home pay, bonus, deductions, taxes) | Ch. 6 |
| 4.A.4 | Family and Medical Leave Act | Ch. 8, 14 |
| 4.A.5 | Employment requirements (i.e., medical exams, screenings, etc.) | Ch. 10 |
| 4.A.6 | Sexual harassment | Ch. 11 |
| 4.A.7 | Discrimination | Ch. 11 |
| 4.A.8 | Time management | Ch. 6, 8, 11, 19 |

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| Competency 4B Demonstrate transferable and employability skills in school, community and workplace settings. | | Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see G-W text <i>Succeeding in Life and Career</i> . |
| 4.B.1 | Goal setting | Ch. 5, 10, 11 |
| 4.B.2 | Steps in problem-solving | Ch. 5, 6, 11, 14 |
| 4.B.3 | Communication skills | Ch. 4, 6, 10, 11, 14 |
| 4.B.4 | Work protocol (i.e., proper notice, leaving a company, etc.) | Ch. 10, 11 |
| 4.B.5 | Interviewing skills | Ch. 10 |
| 4.B.6 | Safety considerations in the workplace | — |
| 4.B.7 | OSHA | — |
| 4.B.8 | Basic math, reading, and writing skills | Ch. 11 |
| 4.B.9 | Teamwork | Ch. 11 |
| Competency 4C Evaluate the reciprocal effects of individual and family participation in community activities. | | Text Concepts (Related Text Components) |
| 4.C.1 | Leadership | Ch. 11 |
| 4.C.2 | Parliamentary procedure (i.e., quorum, motion, debate, vote, etc.) | Ch. 11 |
| 4.C.3 | Personal priorities | Ch. 5, 8, 9, 10, 22, 26, 27 |
| 4.C.4 | Human services agencies and groups | Ch. 14 |
| 4.C.5 | Free enterprise system (i.e., socialism, market economy, capitalism) | Ch. 6, 7, 18, 22 |
| 4.C.6 | FCCLA membership and involvement | Ch. 5, 11 Ch. 1–27 (FCCLA Activities) |

| Domain 5: Family and Consumer Resources | | |
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| Competency 5A Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money. | | Text Concepts (Related Text Components) |
| 5.A.1 | Resources | Ch. 5, 6, 7, 9, 14, 18, 22–27 |
| 5.A.2 | Effective cost-cutting strategies for purchases (i.e., food, clothing, home energy use, recreation, and transportation) | Ch. 6, 7, 18, 22– 27 |
| 5.A.3 | Advertising strategies | Ch. 7, 18 |
| 5.A.4 | Managing clothing costs (i.e., garment durability, fads, etc.) | Ch. 7, 22, 23, 24, 25 Ch. 14 (Green feature) |
| 5.A.5 | Housing costs (i.e., leases, rent, mortgage, interest rate, down payment, property tax, security deposit) | Ch. 26 |
| 5.A.6 | Insurance (i.e. homeowner’s insurance, liability, medical insurance, bodily injury, property damage, uninsured motorists) | Ch. 26, 27 |
| 5.A.7 | Time management (i.e., prioritizing, scheduling) | Ch. 5, 6, 8, 11, 19 |
| Competency 5B Analyze the relationship of the environment to family and consumer resources. | | Text Concepts (Related Text Components) |
| 5.B.1 | Nonrenewable resources | Ch. 7, 27 Ch. 1–27 (Green features) |
| 5.B.2 | Conserving and protecting resources | Ch. 7, 23, 25, 26, 27 Ch. 1–27 (Green features) |
| 5.B.3 | Ecosystem | Ch. 7 |
| 5.B.4 | Credit | Ch. 6, 26, 27 |
| 5.B.5 | Taxes (i.e., local, state, and federal) | Ch. 6, 26, 27 |
| 5.B.6 | State and local expenditures, including public welfare, education, and highways | Ch. 7, 27 |

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| Competency 5C Analyze policies that affect consumer rights and responsibilities. | | Text Concepts (Related Text Components) |
| 5.C.1 | Food labeling requirements | Ch. 18 |
| 5.C.2 | Laws governing food additives | Ch. 18 |
| 5.C.3 | Government agencies (i.e., FAO, FDA, USDA, WHO) | Ch. 7, 9, 12, 15, 18, 27 |
| 5.C.4 | Role of government consumer protection and services | Ch. 7, 18 |
| 5.C.5 | Role of insurance policies | Ch. 26, 27 |
| Competency 5D Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions. | | Text Concepts (Related Text Components) |
| 5.D.1 | Sustainable living | Ch. 7, 11, 25, 26, 27 Ch. 1–27 (Green features) |
| 5.D.2 | Online resources and shopping | Ch. 6, 9, 11, 22, 27 |
| 5.D.3 | Money management technology applications | Ch. 6, 11, 14, 26 |
| 5.D.4 | Most used forms of energy, including petroleum and natural gas | Ch. 7, 25, 27 |
| 5.D.5 | Renewable resources | Ch. 7, 17 Ch. 4, 5, 10, 11, 12, 13, 26 (Green features) |
| 5.D.6 | Strategies to reduce the use of nonrenewable resources | Ch. 7, 25, 27 Ch. 1–27 (Green features) |
| Competency 5E Demonstrate management of financial resources to meet the goals of individuals and families across the life span. | | Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see G-W text <i>Succeeding in Life and Career</i> . |

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| 5.E.1 | Unit pricing and cost per serving/use | Ch. 17, 18 |
| 5.E.2 | Credit ratings and FICO scores | Ch. 6, 26, 27 |
| 5.E.3 | Collateral | — |
| 5.E.4 | Goals for saving throughout the life span | Ch. 6, 26 |
| 5.E.5 | Estate planning | — |
| 5.E.6 | Living wills | — |
| Domain 6: Nutrition and Wellness | | |
| Competency 6A Analyze factors that influence nutrition and wellness across the life span, and be able to educate others to implement this information. | | Text Concepts (Related Text Components) |
| 6.A.1 | Dietary needs throughout the life span, including infants and adolescents | Ch. 12, 15, 16, 17 |
| 6.A.2 | Special dietary needs | Ch. 12, 16, 18 |
| 6.A.3 | Guidelines for helping children develop healthy eating habits | Ch. 12, 15, 16, 17, 18, 21 |
| 6.A.4 | Techniques to serving healthy and appealing snacks/meals | Ch. 12, 16, 17, 18, 20 |
| 6.A.5 | Influence of food customs on food selection and preparation | Ch. 12, 16, 17, 18, 21 |
| 6.A.6 | Societal influences on nutrition and wellness | Ch. 12, 15, 16, 17, 21 |
| 6.A.7 | Overweight and obesity (i.e., definitions and contributing factors) | Ch. 16 |
| 6.A.8 | Body Mass Index (BMI) | Ch. 16 |
| 6.A.9 | Portion sizes | Ch. 12, 16, 17, 18 |
| 6.A.10 | Effective strategies for coping with stress | Ch. 15 |
| Competency 6B Evaluate various dietary guidelines when planning to meet nutrition and wellness needs, | | Text Concepts (Related Text Components) |

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| and be able to educate others to implement this information. | | |
| 6.B.1 | Dietary guidelines | Ch. 16 (1020 Dietary Guidelines) |
| 6.B.2 | Nutrition Facts labels | Ch. 18 |
| 6.B.3 | Food sources of nutrients | Ch. 16, 18 |
| 6.B.4 | Anemia and iron | — |
| 6.B.5 | Proteins | Ch. 16, 18, 20 |
| 6.B.6 | Carbohydrates (i.e., dietary fiber, cellulose, sugars, complex carbohydrates) | Ch. 16, 18, 20 |
| 6.B.7 | Fats (i.e., trans fatty acids, cholesterol, saturated fat, unsaturated fat) | Ch. 16, 18 |
| 6.B.8 | MyPyramid.gov | Ch. 16, 17, 18 (MyPlate) |
| 6.B.9 | Menu planning | Ch. 12, 17, 21 |
| 6.B.10 | Food strategies to avoid (i.e., using candy as a reward, etc.) | Ch. 12 |
| Competency 6C Evaluate factors that affect food safety from selection through consumption. | | Text Concepts (Related Text Components) |
| 6.C.1 | Microbial contaminants | Ch. 19 |
| 6.C.2 | Food intoxication | Ch. 19 |
| 6.C.3 | Bacterial toxins | Ch. 19 |
| 6.C.4 | HACCP | — |
| 6.C.5 | Function of food packaging | Ch. 18 |
| 6.C.6 | Strategies for safe food handling | Ch. 19 |
| Competency 6D Evaluate the influence of science and technology on food composition, safety, and other issues. | | Text Concepts (Related Text Components) |

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| 6.D.1 | Temperature danger zone | Ch. 19 |
| 6.D.2 | Plant maturation and ethylene | — |
| 6.D.3 | Roles and expertise of registered dietitians | Ch. 9, 15 |
| 6.D.4 | Components of an experiment | Ch. 20 |
| 6.D.5 | Genetically engineered/modified foods | Ch. 20 |
| 6.D.6 | Antioxidants | — |
| 6.D.7 | Sulfites | — |
| 6.D.8 | Ascorbic Acid and oxidative browning | Ch. 20 |
| 6.D.9 | Monosaccharides and disaccharides | — |
| 6.D.10 | Boiling point and freezing point of water at sea level | Ch. 20 (freezing) |
| 6.D.11 | Measuring dry and liquid ingredients | Ch. 17 |
| 6.D.12 | Cryogenic liquids and chilling food | — |