

# Correlation of *Interpersonal Relationships* to Pre-PAC Domains and Competencies *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 are driven by the industry standards with input from business and industry leaders, the NASAFACS National Standards for Family and Consumer Sciences, and the Career Clusters Initiative.

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

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

<b><u>Domain 1: <i>Interpersonal Relationships</i></u></b>	
<b>Competency 1A: Analyze functions and expectations of various types of relationships.</b>	
<b>Key Elements</b>	<b>Text Concepts</b>
1.A.1 Healthy vs. unhealthy relationships (i.e., strategies for developing healthy relationships)	Ch. 8, Ch. 10
1.A.2 Emotions associated with relationships (i.e., infatuation, love, affection, trust)	Ch. 8, Ch. 10, Ch. 11, Ch. 12, Ch. 18
1.A.3 Friendships	Ch. 2, Ch. 8
1.A.4 Dating relationships	Ch. 10

1.A.5 Engagement	Ch. 11
1.A.6 Marriage	Ch. 12
1.A.7 Divorce	Ch. 16
1.A.8 Custodial relationships	Ch. 13, Ch. 14, Ch. 16
1.A.9 Roles (i.e., role conflict, role expectations, role identity)	Ch. 2, Ch. 9, Ch. 11, Ch. 12, Ch. 17, Ch. 19
1.A.10 Effects of work on individual and family relationships	Ch. 5, Ch. 9, Ch. 11
1.A.11 Maintaining professional relationships	Ch. 8, Ch. 9
<b>Competency 1B: Analyze personal needs and characteristics and their effects on interpersonal relationships.</b>	
<b>Key Elements</b>	<b>Text Concepts</b>
1.B.1 Mate selection	Ch. 10, Ch. 11
1.B.2 Religion and marriage	Ch. 11
1.B.3 Complementary needs, role conflict, and proximity	Ch. 11
1.B.4 Varied role expectations	Ch. 11,
1.B.5 Patterns/styles of adjustment (i.e., accommodation, compromise, concession, hostility)	Ch. 12, Ch. 14
1.B.6 Types of love (i.e., eros, mature, agape, etc.)	Ch. 10
<b>Competency 1C: Demonstrate communication skills that contribute to positive relationships.</b>	
<b>Key Elements</b>	<b>Text Concepts</b>
1.C.1 Verbal communication	Ch. 7, Ch. 14
1.C.2 Nonverbal communication	Ch. 7, Ch. 10
1.C.3 Feedback	Ch. 7, Ch. 8
1.C.4 Role of empathy in communication	Ch. 7, Ch. 8
1.C.5 Conflict resolution and tips for productive quarreling	Ch. 7, Ch. 12, Ch. 14
1.C.6 Effective communication strategies	Ch. 7, Ch. 10, Ch. 11, Ch. 12, Ch. 14
<b>Competency 1D: Demonstrate standards that guide behavior in interpersonal relationships.</b>	
<b>Key Elements</b>	<b>Text Concepts</b>
1.D.1 Risk-taking behaviors in relationships	Ch. 10
1.D.2 Assertive vs. aggressive behaviors	Ch. 7
1.D.3 Problem-solving and decision-making	Ch. 4, Ch. 7, Ch. 14

1.D.4 Accountability in relationships	Ch. 12
1.D.5 Maintaining balance in relationships	Ch. 12, Ch. 14, Ch. 15
1.D.6 Standards for developing quality relationships, including marriage	Ch. 4, Ch. 10, Ch. 11
1.D.7 Common adjustment issues for newlyweds	Ch. 12
1.D.8 Patterns of communication that build esteem in family members	Ch. 2, Ch. 3
1.D.9 Expectations or reasons for parenthood	Ch. 17
1.D.10 Scape-goating	Ch. 14
1.D.11 Principles of group dynamics and theory	Ch. 9

## **Domain 2: Life Span and Human Development**

### **Competency 2A: Analyze principles of human growth and development across the life span.**

<b>Key Elements</b>	<b>Text Concepts</b>
2.A.1 Caring and nurturing environments	Ch. 1, Ch. 18
2.A.2 Personality development	Ch. 1, Ch. 2
2.A.3 Family life cycle	Ch. 17
2.A.4 Life Course Development Theory	Ch. 2, Ch. 18, Ch. 19
2.A.5 Stages of the life span	Ch. 1, Ch. 17
2.A.6 Role adjustment across the life span	Ch. 1, Ch. 17
2.A.7 Adaptation strategies for aging	Ch. 19
2.A.8 Balancing roles of work and family	Ch. 21
2.A.9 Adolescent development	Ch. 1
2.A.10 Parenting strategies	Ch. 14, Ch. 18
2.A.11 Special learning needs	Ch. 18

### **Competency 2B: Analyze conditions that influence human growth and development.**

<b>Key Elements</b>	<b>Text Concepts</b>
2.B.1 Factors that influence personality development	Ch. 1, Ch. 2
2.B.2 Positive reinforcement	Ch. 18
2.B.3 Self-esteem	Ch. 1, Ch. 2
2.B.4 Family trends	Ch. 13
2.B.5 Family ecosystem	Ch. 14

2.B.6 Family of origin and family of procreation	Ch. 17
2.B.7 Preparation for parenthood	Ch. 11, Ch. 17
2.B.8 Promoting self efficacy in children with special needs	Ch. 18
2.B.9 Nature of human aging	Ch. 19
2.B.10 Effects of historical events on lifespan development	Ch. 2, Ch. 13
2.B.11 Effects of societal issues and conditions on lifespan development	Ch. 2

## **Competency 2C: Analyze strategies that promote growth and development across the life span.**

<b>Key Elements</b>	<b>Text Concepts</b>
2.C.1 Stages of the family life cycle	Ch. 17
2.C.2 Family crisis	Ch. 15, Ch. 16
2.C.3 Functional families and commitment to meeting individual needs	Ch. 13, Ch. 14, Ch. 15
2.C.4 Family communication strategies (i.e., family meetings, etc.)	Ch. 14
2.C.5 Family problem solving strategies	Ch. 14
2.C.6 Role of parents in helping children build healthy relationships	Ch. 18

## **Domain 3: Family Well-being**

## **Competency 3A: Analyze the effects of family as a system on individuals and society.**

<b>Key Elements</b>	<b>Text Concepts</b>
3.A.1 Family systems (i.e., open and closed systems)	Ch. 14
3.A.2 Impact of individual members on the family system	Ch. 14
3.A.3 Families of children with disabilities	Ch. 18
3.A.4 Complementary roles of parents	Ch. 11, Ch. 17
3.A.5 Effects of crisis on the family	Ch. 15, Ch. 16
3.A.6 Effective coping mechanisms for the family	Ch. 15, Ch. 16
3.A.7 Family resiliency	Ch. 15, Ch. 16
3.A.8 Reciprocal effects of family and society	Ch. 13, Ch. 14

## **Competency 3B: Evaluate the effects of diverse perspectives, needs, and characteristics on individuals and families.**

<b>Key Elements</b>	<b>Text Concepts</b>
3.B.1 Developmental delays	Ch. 1
3.B.2 Culturally diverse society	Ch. 1, Ch. 2, Ch. 8
3.B.3 Stereotyping and opportunity limitation	Ch. 3
3.B.4 Family structures (i.e., nuclear, foster, extended, single-parent, blended, and step families)	Ch. 13
3.B.5 Ethical decision-making	Ch. 2, Ch. 4
<b>Competency 3C: Analyze and promote roles and responsibilities of parenting</b>	
<b>Key Elements</b>	<b>Text Concepts</b>
3.C.1 Transition to parenting roles	Ch. 17
3.C.2 Meeting the physical, emotional, cognitive, and social needs of children	Ch. 18
3.C.3 Balancing the needs of the child with the needs of the parent	Ch. 18
3.C.4 Effective parental guidance and child development	Ch. 18
3.C.5 Basic human needs	Ch. 2, Ch. 18
3.C.6 Promoting socialization of children	Ch. 2, Ch. 18
3.C.7 Typical behaviors of children	Ch. 18
<b>Competency 3D: Evaluate and promote parenting practices that maximize human growth and development.</b>	
<b>Key Elements</b>	<b>Text Concepts</b>
	To address more of the concepts covered by this competency, see the G-W text <i>Guide to Good Food</i>
3.D.1 Reorganization of family to fit needs of children	Ch. 17, Ch. 21
3.D.2 Age appropriate discipline strategies	Ch. 18
3.D.3 Role of communication in parenting	Ch. 18
3.D.4 Types of play (i.e, manipulative, dramatic, and housekeeping, etc.)	Ch. 18
3.D.5 Strategies to develop healthy eating habits in children	-----
<b>Competency 3E: Evaluate and promote support systems that provide services for parents and/or families.</b>	

<b>Key Elements</b>	<b>Text Concepts</b>
3.E.1 Crisis situations (i.e., suicide, sexual assault, domestic violence, bullying, death)	Ch. 7, Ch. 8, Ch. 15, Ch. 16
3.E.2 Role of social services and social workers	Ch. 15
3.E.3 Community-based support groups	Ch. 15, Ch. 18
<b><u>Domain 4: Career Connections</u></b>	
<b>Competency 4A: Analyze strategies to manage multiple roles and responsibilities.</b>	
<b>Key Elements</b>	<b>Text Concepts</b>
4.A.1 Similarities and differences between a career and a job	Ch. 5
4.A.2 Strategies for choosing a career	Ch. 5, Ch.20
4.A.3 Understanding the paycheck (i.e., net vs. gross pay, take-home pay, bonus, deductions, taxes)	Ch. 22
4.A.4 Family and Medical Leave Act	Ch. 21
4.A.5 Employment requirements (i.e., medical exams, screenings, etc.)	Ch. 20
4.A.6 Sexual harassment	Ch. 10, Ch. 20
4.A.7 Discrimination	Ch. 20
4.A.8 Time management	Ch. 6
<b>Competency 4B: Demonstrate transferable and employability skills in school, community and workplace settings.</b>	
<b>Key Elements</b>	<b>Text Concepts</b>
4.B.1 Goal setting	Ch. 4, Ch. 6
4.B.2 Steps in problem-solving	Ch. 7
4.B.3 Communication skills	Ch. 7
4.B.4 Work protocol (i.e., proper notice, leaving a company, etc.)	Ch. 20
4.B.5 Interviewing skills	Ch. 20
4.B.6 Safety considerations in the workplace	Ch. 20
4.B.7 OSHA	Ch. 3
4.B.8 Basic math, reading, and writing skills	Ch. 20
4.B.9 Teamwork	Ch. 9
<b>Competency 4C: Evaluate the reciprocal effects of individual</b>	

**and family participation in community activities.**

<b>Key Elements</b>	<b>Text Concepts</b>
4.C.1 Leadership	Ch. 9
4.C.2 Parliamentary procedure (i.e., quorum, motion, debate, vote, etc.)	Ch. 9
4.C.3 Personal priorities	Ch. 5, Ch. 6, Ch. 21
4.C.4 Human services agencies and groups	Ch. 5, Ch. 17, Ch. 19
4.C.5 Free enterprise system (i.e., socialism, market economy, capitalism)	-----
4.C.6 FCCLA membership and involvement	Ch. 5, Ch. 9

**Domain 5: Family and Consumer Resources****Competency 5A: Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money.**

<b>Key Elements</b>	<b>Text Concepts</b>
5.A.1 Resources	Ch. 4, Ch. 22
5.A.2 Effective cost-cutting strategies for purchases (i.e., food, clothing, home energy use, recreation, and transportation)	Ch. 22
5.A.3 Advertising strategies	Ch. 1
5.A.4 Managing clothing costs (i.e., garment durability, fads, etc.)	Ch. 22
5.A.5 Housing costs (i.e., leases, rent, mortgage, interest rate, down payment, property tax, security deposit)	Ch. 22
5.A.6 Insurance (i.e., homeowner's insurance, liability, medical insurance, bodily injury, property damage, uninsured motorists)	Ch. 22
5.A.7 Time management (i.e., prioritizing, scheduling)	Ch. 6

**Competency 5B: Analyze the relationship of the environment to family and consumer resources.**

<b>Key Elements</b>	<b>Text Concepts</b>
5.B.1 Nonrenewable resources	Ch. 6, Ch. 21
5.B.2 Conserving and protecting resources	Ch. 21, Ch. 22
5.B.3 Ecosystem	Ch. 21
5.B.4 Credit	Ch. 22
5.B.5 Taxes (i.e., local, state, and federal)	Ch. 22
5.B.6 State and local expenditures, including public welfare, education, and highways	Ch. 22

## **Competency 5C: Analyze policies that affect consumer rights and responsibilities.**

<b>Key Elements</b>	<b>Text Concepts</b>
	To address more of the concepts covered by this competency, see the G-W text <i>Guide to Good Food</i>
5.C.1 Food labeling requirements	-----
5.C.2 Laws governing food additives	-----
5.C.3 Government agencies (i.e., FAO, FCA, USDA, WHO)	Ch. 18
5.C.4 Role of government consumer protection and services	Ch. 19, Ch. 22
5.C.5 Role of insurance policies	Ch. 22

## **Competency 5D: Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions.**

<b>Key Elements</b>	<b>Text Concepts</b>
5.D.1 Sustainable living	Ch. 21
5.D.2 Online resources and shopping	Ch. 22
5.D.3 Money management technology applications	Ch. 22
5.D.4 Most used forms of energy, including petroleum and natural gas	-----
5.D.5 Renewable resources	Ch. 22
5.D.6 Strategies to reduce the use of nonrenewable resources	Ch. 6, Ch. 21

## **Competency 5E: Demonstrate management of financial resources to meet the goals of individuals and families across the life span.**

<b>Key Elements</b>	<b>Text Concepts</b>
	To address more of the concepts covered by this competency, see the G-W text <i>Guide to Good Food</i>
5.E.1 Unit pricing and cost per serving/use	-----
5.E.2 Credit ratings and FICO scores	Ch. 22
5.E.3 Collateral	Ch. 22



5.E.4 Goals for saving throughout the life span	Ch. 11, Ch. 12, Ch. 15, Ch. 19
5.E.5 Estate planning	Ch. 22
5.E.6 Living wills	Ch. 22
<b><u>Domain 6: Nutrition and Wellness</u></b>	
<b>Competency 6A: Analyze factors that influence nutrition and wellness across the life span, and be able to educate others to implement this information.</b>	
<b>Key Elements</b>	<b>Text Concepts</b> To address more of the concepts covered by this competency, see the G-W text <i>Guide to Good Food</i>
6.A.1 Dietary needs throughout the life span, including infants and adolescents	-----
6.A.2 Special dietary needs	-----
6.A.3 Guidelines for helping children develop healthy eating habits	-----
6.A.4 Techniques to serving healthy and appealing snacks/meals	-----
6.A.5 Influence of food customs on food selection and preparation	-----
6.A.6 Societal influences on nutrition and wellness	-----
6.A.7 Overweight and obesity (i.e., definitions and contributing factors)	-----
6.A.8 Body Mass Index (BMI)	-----
6.A.9 Portion sizes	-----
6.A.10 Effective strategies for coping with stress	Ch. 3
<b>Competency 6B: Evaluate various dietary guidelines when planning to meet nutrition and wellness needs, and be able to educate others to implement this information.</b>	
<b>Key Elements</b>	<b>Text Concepts</b> To address the concepts covered by this competency, see the G-W text <i>Guide to Good Food</i>
6.B.1 Dietary guidelines	-----

6.B.2 Nutrition Facts labels	----
6.B.3 Food sources of nutrients	----
6.B.4 Anemia and iron	Ch. 17
6.B.5 Proteins	----
6.B.6 Carbohydrates (i.e., dietary fiber, cellulose, sugars, complex carbohydrates)	----
6.B.7 Fats (i.e., trans fatty acids, cholesterol, saturated fat, unsaturated fat)	----
6.B.8 MyPyramid.gov	----
6.B.9 Menu planning	----
6.B.10 Food strategies to avoid (i.e., using candy as a reward, etc.)	----
<b>Competency 6C: Evaluate factors that affect food safety from selection through consumption.</b>	
<b>Key Elements</b>	<b>Text Concepts</b>  To address the concepts covered by this competency, see the G-W text <i>Guide to Good Food</i>
6.C.1 Microbial contaminants	----
6.C.2 Food intoxication	----
6.C.3 Bacterial toxins	----
6.C.4 HACCP	----
6.C.5 Function of food packaging	----
6.C.6 Strategies for safe food handling	----
<b>Competency 6D: Evaluate the influence of science and technology on food composition, safety, and other issues.</b>	
<b>Key Elements</b>	<b>Text Concepts</b>  To address the concepts covered by this competency, see the G-W text <i>Guide to Good Food</i>
6.D.1 Temperature danger zone	----
6.D.2 Plant maturation and ethylene	----
6.D.3 Roles and expertise of registered dietitians	----
6.D.4 Components of an experiment	----

6.D.5 Genetically engineered/modified foods	-----
6.D.6 Antioxidants	-----
6.D.7 Sulfites	-----
6.D.8 Ascorbic Acid and oxidative browning	-----
6.D.9 Monosaccharides and disaccharides	-----
6.D.10 Boiling point and freezing point of water at sea level	-----
6.D.11 Measuring dry and liquid ingredients	-----
6.D.12 Cryogenic liquids and chilling food	-----