



## CTSO Course Alignments: Family Studies

Below you will find standards for the Family Studies course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

**Important to note:** While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED FCCLA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	Drawing on academic research and news media, synthesize a definition of family in an informative essay. Analyze diverse family structures that are representative of today's society, citing specific textual evidence from research. (TN Reading 1; TN Writing 2, 9; TN Psychology; TN Sociology; FACS 6)		<ul style="list-style-type: none"> <li>• <b>TSA:</b> Essays on Technology</li> </ul>
2	Research and summarize early records of the structures of family. Use the research to create a timeline or graphic illustrating changes in the structures of families over time. Research the historical events that contributed to changes in common family structures, including but not limited to: <ol style="list-style-type: none"> <li>The Renaissance</li> <li>Slavery</li> <li>Industrialization of the economy</li> <li>Wars</li> <li>Women's right to vote</li> </ol> (TN Reading 2, 9; TN Writing 8; TN US History; FACS 6)		
3	Compare and contrast different definitions of family units found in distinct groups. Explore cultural, geographical, religious, ethical, and political differences, analyzing the reasoning and evidence each provide for the development of their definition of a family. (TN Reading 8, 9; FACS 6)		

4	Form a hypothesis about how a specific community may have changed in response to major historical events (such as World War II). Compare and contrast census records to analyze demographic trends in the community over time and present findings in an informative essay. (TN Reading 1; TN Writing 2, 4, 6; TN US History; FACS 6)		
5	Conduct a research project examining relevant academic journal articles and news media coverage of a specific issue or trend in family studies. Supplement research with interviews and other primary sources to provide data and evidence for the development of particular phenomenon. Research topics may include, but are not limited to: <ul style="list-style-type: none"> <li>a. <i>Sandwich</i> Generation</li> <li>b. <i>Failure to Launch</i></li> <li>c. Grandparents raising grandchildren</li> </ul> (TN Reading 1, 2, 9; TN Writing 7, 10; FACS 6, 15)		<ul style="list-style-type: none"> <li>• <b>DECA:</b> Business Operations Research Events</li> <li>• <b>FFA:</b> Agriscience Fair</li> </ul>
6	Create a graphic illustration that identifies the stages of the Family Life Cycle. Identify characteristics and changes at each of the stages. Summarize in an informative narrative, describing each stage and give examples of the changes in the family structure as an individual ages and passes through each stage. (TN Reading 1, 7, 9; TN Writing 2, 8, 9; FACS 6, 15)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Extemporaneous Health Poster</li> <li>• <b>TSA:</b> Promotional Graphics</li> </ul>
7	Identify intrapersonal and interpersonal conditions, personal characteristics, attitudes and behaviors necessary for effective human relationships, exploring concepts such as understanding of self, relationship building skills, conflict management and intimacy, citing textual evidence from social science academic research. (TN Reading 1, 5; FACS 13)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Interpersonal Communications</li> </ul>	
8	Explore concepts of long-term relationships, such as love, mate selection, attachment, loneliness, conflict, and relationship dissolution, using social science academic research. Summarize relevant resources on the purpose and responsibilities of dating. Develop a logical framework of guidelines for mate selection using compatibility surveys, identifying factors that impact selection. Examine marriage laws in the state, prepare a list of requirements to obtain a marriage certificate, and describe legal rights provided through marriage, citing specific legislation and organizational policies. (TN Reading 1, 9; TN Writing 7, 9; FACS 13)		

9	Investigate types of crises impacting families (such as unemployment, child exceptionality, divorce, death), describing characteristics of crises situations and citing rates of frequency pulled from census information and news articles. Synthesize research on theories and strategies for helping families deal productively with crises by crafting an argumentative essay making a recommendation for a specific activity that can be used to assist families in crises situations. (TN Reading 1, 2; TN Writing 1, 7, 8, 9; FACS 13)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Speaking</li> <li>• <b>TSA:</b> Essays on Technology</li> </ul>
10	Synthesize research to evaluate the importance of values and goals on individuals during the lifespan. Create a list of values that are observed in an individual's family of origin and a list of values that will be important in future family units. Compare and contrast the list for similarities and variations in a class discussion. (TN Reading 1, 9; TN Writing 2, 4; FACS 6)		<ul style="list-style-type: none"> <li>• <b>TSA:</b> Essays on Technology</li> </ul>
11	Differentiate between parenting styles described in social science academic research. Assess the extent to which the reasoning and evidence in a specific theory supports the claim(s). Parenting styles could include, but are not limited to: <ul style="list-style-type: none"> <li>a. Authoritarian</li> <li>b. Permissive</li> <li>c. Authoritative</li> </ul> (TN Reading 1, 2, 8; TN Writing 2, 9; FACS 6, 15)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Focus on Children, Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Extemporaneous Writing</li> <li>• <b>TSA:</b> Extemporaneous Presentation</li> </ul>
12	Identify ways to promote and foster a child's positive self-concept. Research case studies to identify positive guidance techniques, linking each to a specific reason for child misbehavior (such as desire for attention, embarrassment, lack of expectations, etc.). (TN Reading 1, 7, 9; FACS 6, 15)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Early Childhood Education, Focus on Children</li> </ul>	
13	Investigate the adoption process nationally and globally using advanced searches of both print and digital sources. Collaboratively, develop a list that compares and contrasts the costs and benefits of each adoption process. Identify local and global agencies that are available for assistance during the adoption process. (TN Reading 2, 7, 9; TN Writing 8, 9; FACS 6, 15)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Advocacy, Focus on Children</li> </ul>	
14	Research and summarize trends in family life since the integration of dual income households in America. Discuss the impact of these trends on traditional gender roles and responsibilities of family members. (TN Reading 1, 2, 9; FACS 6)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Extemporaneous Writing</li> <li>• <b>TSA:</b> Extemporaneous Presentation</li> </ul>
15	Research the impact of poverty and social inequality on the structure of the American family. Develop a list of factors that contribute to income inequality and develop strategies that promote social mobility. (TN Reading 1, 2, 9; TN Writing 2, 8, 9; FACS 6)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Extemporaneous Speaking</li> </ul>

16	Research each of the stages of the Cycle of Violence. Create a graphic illustration that identifies each of the stages, with short descriptions and prevention strategies for each stage to combat the recurrence of violence. (TN Reading 1, 2, 9; TN Writing 2, 8, 9; FACS 6)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> National Programs in Action</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Extemporaneous Health Poster</li> <li>• <b>TSA:</b> Promotional Graphics</li> </ul>
17	In a group, work to identify domestic abuse resources within a community. Make an informational resource for distribution in the community that could be used by the proper authorities in instances of domestic abuse. (TN Reading 1, 2, 9; TN Writing 2, 8, 9; FACS 6)	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Interpersonal Communications</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Community Awareness</li> </ul>
ALL	<b>CAN BE USED WITH ALL/MOST STANDARDS</b>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Prepared Speaking</li> <li>• <b>SkillsUSA:</b> Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display,</li> <li>• <b>TSA:</b> Prepared Presentation</li> </ul>