



CTSO Course Alignments: Introduction to Human Studies

Below you will find standards for the Introduction to Human 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	Describe the different levels of human growth (using research such as Maslow's hierarchy of needs) and articulate the different characteristics of each level. Make a graphic that illustrates the pattern of metamotivation as humans fulfill each type of needs. (TN Reading 2, 5, 7; FACS 12)		<ul style="list-style-type: none"> • HOSA: Human Growth and Development, Extemporaneous Health Poster • TSA: Promotional Graphics
2	Evaluate factors that impact human growth and physical development in areas related to personality development, temperament, self-understanding, and interpersonal relationships with family and peers. Make a chart/informational graphic of how each of these factors contributes to building healthy relationships and their role of self-actualization in human development. (TN Reading 2, 5, 7; FACS 12, 13)		<ul style="list-style-type: none"> • HOSA: Human Growth and Development, Extemporaneous Health Poster • TSA: Promotional Graphics
3	Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project. (TN Reading 2, 5; FACS 12)		

4	Cite specific textual evidence from the U.S. Food and Drug Administration and U.S. Department of Health and Human Services to analyze necessary dietary practices and specific recommendations for physical health, including dietary guidelines and meal plans. Research the importance of balanced nutrition on human development and productivity, and the correlation to mental health and wellness. (TN Reading 1, 2; TN Writing 2, 7, 9; FACS 14)		<ul style="list-style-type: none"> • FFA: Agricultural Issues • HOSA: Prepared Speaking, Researched Persuasive Speaking, Nutrition • TSA: Prepared Presentation
5	Compile and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government-published fact sheets. Review general common laboratory safety procedures, including but not limited to prevention and control procedures. Incorporate safety procedures and complete safety test with 100 percent accuracy. (TN Reading 3; FACS 9)		<ul style="list-style-type: none"> • FFA: Food Science and Technology • HOSA: Nutrition • SkillsUSA: Occupational Health and Safety
6	Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to time management, organizational planning, and professionalism necessary for success in diverse environments such as the workplace, and apply concepts learned to produce specific recommendations in a written or graphic format. (TN Reading 2, 5; TN Writing 4; FACS 12)	<ul style="list-style-type: none"> • FCCLA: National Programs in Action 	<ul style="list-style-type: none"> • DECA: Marketing Management Series, Human Resources Management Series • FBLA: Management • HOSA: Job Seeking Skills • TSA: Career Preparation
7	Research and summarize the influence of significant contributors to the history and development of counseling, human services and dietetics fields. Create a timeline that shows when each of these major figures lived and worked. Major figures include, but are not limited to: <ul style="list-style-type: none"> a. Anna Y. Reed and Eli Weaver b. Ellen Richards c. Doris Callaway d. James Lind e. James Cattell f. E. G. Williamson g. Carl Pfeiffer (TN Reading 2, 7; TN Writing 2, 6)		<ul style="list-style-type: none"> • HOSA: Job Seeking Skills • TSA: Career Preparation
8	Research and analyze the ecological factors that inhibit optimal social, emotional, and physical well-being of individuals. Create a graphic that illustrates the connections between the environment and the physical or mental well-being of individuals, citing examples from local or state health agencies. (TN Reading 1; TN Writing 7, 9; FACS 12)		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster • TSA: Promotional Graphics

9	<p>Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education for a chosen occupation. (TN Reading 2, 8, 9)</p>	<ul style="list-style-type: none"> • FCCLA: Entrepreneurship, Job Interview, Career Investigation, National Programs in Action 	<ul style="list-style-type: none"> • FBLA: Job Interview • FFA: Extemporaneous Speaking • HOSA: Job Seeking Skills, Health Career Display • SkillsUSA: Entrepreneurship, Job Interview, Employment Application Process • TSA: Career Preparation
10	<p>Examine licensing, certification, and credentialing requirements for specific counseling careers within human services (careers include counseling, social services, and dieticians) at the national, state, and local levels to maintain compliance with industry requirements. List the requirements to obtain the credentials and what one must do to maintain the credential. (TN Reading 9; TN Writing 2; FACS 7)</p>	<ul style="list-style-type: none"> • FCCLA: Entrepreneurship, Job Interview, Career Investigation, National Programs in Action 	<ul style="list-style-type: none"> • HOSA: Job Seeking Skills, Health Career Display • SkillsUSA: Entrepreneurship, Job Interview, Employment Application Process • TSA: Career Preparation
11	<p>Examine requirements for career advancement to plan for continuing education and training. Research professional development opportunities needed to keep current on relevant trends and information within the cluster. Example careers include social worker, marriage and family therapists, health educators, and mental health counselors. (TN Reading 2, 7; TN Writing 2, 6; TN Psychology; FACS 7)</p>	<ul style="list-style-type: none"> • FCCLA: Entrepreneurship, Job Interview, Career Investigation, National Programs in Action 	<ul style="list-style-type: none"> • HOSA: Job Seeking Skills, Health Career Display • SkillsUSA: Entrepreneurship, Job Interview, Employment Application Process • TSA: Career Preparation
12	<p>Research theories of mental health and create a graphic illustration or presentation summarizing the findings. Illustrations and presentations should include: key people in the development of the theory, main points of the theory, and assessment of the extent to which reasoning and evidence support the theory. Theories to research include, but are not limited to:</p> <ol style="list-style-type: none"> Developmental Theory Behavioral Theory Cognitive-Behavioral Theory <p>(TN Reading 8; TN Writing 2, 6; TN Psychology; FACS 7, 12)</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster, Prepared Speaking, Researched Persuasive Speaking • TSA: Promotional Graphics, Prepared Presentation
13	<p>Investigate the physiological effects of stress and crisis using research from the National Institute of Mental Health. Synthesize the information to identify the types of crises and create a graphic illustration of appropriate responses, management strategies, and technology available to meet individual and family needs during crisis situations. (TN Reading 1; TN Writing 9; FACS 12, 13)</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster • TSA: Promotional Graphics
14	<p>Using investigative research, prepare a presentation or informative essay that explains the coping methods for individuals suffering from disorders, stress, or traumatic events. (TN Reading 1; TN Writing 9; FACS 12, 13)</p>		<ul style="list-style-type: none"> • HOSA: Prepared Speaking, Researched Persuasive Speaking • TSA: Prepared Presentation

15	<p>Write a research paper or conduct a project on a current mental and social health issue using appropriate digital search resources and academic writing. Topics might include but are not limited to:</p> <ol style="list-style-type: none"> Teenage Pregnancy Peer Pressure Substance abuse Bullying/Cyberbullying Eating disorders/Emotional eating <p>(TN Reading 1; TN Writing 2, 8, 9; TN Psychology)</p>		<ul style="list-style-type: none"> • DECA: Business Operations Research Events • HOSA: Prepared Speaking, Researched Persuasive Speaking • TSA: Prepared Presentation
16	<p>Develop and practice active listening skills including: identification of speaker’s major points, focusing on speaker’s message rather than listener’s response, discriminating between fact and opinion, and verifying interpretation of message. Use appropriate note taking techniques and overcome communication barriers by treating the speaker with courtesy and respect. Seek clarity of reception of communication by responding to verbal messages and other cues such as body language by rephrasing statements and asking questions. (TN Reading 3; TN Sociology; FACS 13)</p>		<ul style="list-style-type: none"> • FFA: Prepared Speaking, Extemporaneous Speaking
17	<p>Compare and contrast skills for communicating professionally as well as informally in everyday social interactions. Differentiate between verbal and nonverbal communication. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques. (TN Reading 4, 9; TN Writing 4; TN Sociology)</p>	<ul style="list-style-type: none"> • FCCLA: Interpersonal Communications 	<ul style="list-style-type: none"> • FBLA: Business Communication
18	<p>Practice communication skills by participating in role-play exercises and critiquing the role-play exercises of others. Demonstrate specific techniques for building rapport with the client or others. (TN Reading 3)</p>	<ul style="list-style-type: none"> • FCCLA: Interpersonal Communications 	<ul style="list-style-type: none"> • DECA: Principles of Business Administration Events, Individual Series Events, Team Decision Making Events, and Personal Financial Literacy • FBLA: Business Communication • FFA: Agricultural Sales
ALL	<p>CAN BE USED WITH ALL/MOST STANDARDS</p>	<ul style="list-style-type: none"> • FCCLA: Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio, National Programs in Action 	<ul style="list-style-type: none"> • SkillsUSA: Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display,