

HIGH SCHOOL LEVEL CORRELATION GUIDE FOR LIONS QUEST *SKILLS FOR ACTION* AND OHIO FCS PROGRAM STANDARDS

FCS High School - Child Development 091025

Standard 9: Nurture and Care for Children

Advanced Benchmark A: Associate attributes and skills needed to assume the parenting role with healthy adult characteristics.

Advanced Benchmark B: Evaluate skills for building healthy families where children thrive.

Advanced Benchmark C: Identify how parents and families prepare for prenatal, birth, and infant care.

Advanced Benchmark D: Relate theory and research of child growth and development.

Advanced Benchmark E: Compare childcare venues related to child nurturing and care.

Lions Quest *Skills for Action* Correlation

- 1) Curriculum Part 2: Exploring Personal and Social Responsibility
- 2) Curriculum Part 3: Taking Action Through Service-Learning
- 3) Curriculum Part 4: Evaluating and Sharing Service Experiences
- 4) Skills Bank: Skill 15: Making Decisions that Support Our Goals; Skill 20: Setting and Reaching Personal Goals; Skill 21: Asking Effective Questions; Skill 22: Evaluating Information; Skill 23: Exploring Research Sources
- 5) *Teens – Alcohol and Other Drugs* unit

FCS High School – Healthy and Safe Food 091007

Standard 1: Advocate a Healthy Lifestyle

Intermediate Benchmark A: Recognize social and cultural factors that influence healthy lifestyle choices.

Intermediate Benchmark B: Use problem solving to ensure an overall healthy body.

Intermediate Benchmark C: Create food patterns related to healthy lifestyle outcomes.

Intermediate Benchmark D: Analyze restaurants and their menus related to a healthy lifestyle.

Intermediate Benchmark E: Determine nutrition information to guide food choices for a healthy lifestyle.

Intermediate Benchmark F: Interpret factors associated with body weight.

Intermediate Benchmark G: Evaluate the link between physical activity, sleep, and healthy lifestyle.

Lions Quest *Skills for Action* Correlation

- 1) Curriculum Part 1: Building a Learning Community
- 2) Curriculum Part 2: Exploring Personal and Social Responsibility
- 3) Skills Bank: Skill 3: Recognizing Ethnocentricity; Skill 14: Identifying Cause and Effect; Skill 15, Making Decisions that Support Our Goals; Skill 19: Resisting Negative Peer Pressure; Skill 20: Setting and Reaching Personal Goals; Skill 21: Asking Effective Questions; Skill 22: Evaluating Information; Skill 23: Exploring Research Sources
- 4) *Teens – Alcohol and Other Drugs* unit

Standard 6: Ensure Food Safety

Intermediate Benchmark A: Demonstrate safe food-handling practices related to food-borne pathogens.

Intermediate Benchmark B: Use critical thinking and reasoning to engage available resources and ensure an adequate, secure food supply.

Intermediate Benchmark C: Apply kitchen practices that sustain the environment.

Lions Quest *Skills for Action* Correlation

- 1) Skills Bank: Skill 14: Identifying Cause and Effect

FCS High School – Healthy Living 091200

Standard 1: Advocate a Healthy Lifestyle

Advanced Benchmark A: Evaluate social and cultural factors that influence healthy lifestyle choices.

Advanced Benchmark B: Use problem solving to ensure overall body health.

Advanced Benchmark C: Choose food patterns for healthy lifestyle outcomes.

Advanced Benchmark D: Evaluate restaurant menus that promote a healthy lifestyle.

Advanced Benchmark E: Evaluate nutrition information to guide food choice and healthy lifestyle.

Lions Quest Skills for Action Correlation

- 1) Curriculum Part 1: Building a Learning Community
- 2) Curriculum Part 2: Exploring Personal and Social Responsibility
- 3) Skills Bank: Skill 3: Recognizing Ethnocentricity; Skill 14: Identifying Cause and Effect; Skill 15: Making Decisions that Support Our Goals; Skill 19: Resisting Negative Peer Pressure; Skill 20: Setting and Reaching Personal Goals; Skill 21: Asking Effective Questions; Skill 22: Evaluating Information; Skill 23: Exploring Research Sources
- 4) *Teens – Alcohol and Other Drugs* unit

Standard 6: Ensure Food Safety

Advanced Benchmark A: Apply proper food handling techniques to develop plans for self and others in public and private settings.

Advanced Benchmark B: Develop critical thinking and reasoning to select available resources that ensure adequate, secure food supplies.

Advanced Benchmark C: Evaluate consumer and industry food-related practices that sustain the environment.

Advanced Benchmark F: Assess factors associated with body weight.

Advanced Benchmark G: Validate the link between physical activity, sleep, healthy lifestyle, and work performance.

Lions Quest Skills for Action Correlation

- 2) Skills Bank: Skill 14: Identifying Cause and Effect

FCS High School – Financial Management I 091050

Standard 3: Demonstrate Personal Financial Literacy

Intermediate Benchmark A: Establish individual and family financial goals.

Intermediate Benchmark B: Illustrate financial institutions and services to meet financial goals.

Lions Quest Skills for Action Correlation

- 1) Skills Bank: Skills Bank: Skill 15: Making Decisions that Support Our Goals; Skill 20: Setting and Reaching Personal Goals; Skill 21: Asking Effective Questions; Skill 22: Evaluating Information

Standard 5: Become Consumer Savvy

Intermediate Benchmark A: Interpret the impact of advertising on individual and family consumer purchases.

Intermediate Benchmark B: Implement strategies for purchasing goods and services that meet needs and valued ends.

Intermediate Benchmark C: Promote consumer rights and responsibilities.

Intermediate Benchmark D: Evaluate impact of consumer choices on renewable and nonrenewable resources.

Intermediate Benchmark E: Interrelate the economy and consumer decisions

Lions Quest Skills for Action Correlation

- 1) Skills Bank: Skills Bank: Skill 14: Identifying Cause and Effect; Skill 15: Making Decisions that Support Our Goals; Skill 20: Setting and Reaching Personal Goals; Skill 21: Asking Effective Questions; Skill 22: Evaluating Information

FCS High School – Financial Management II 091051

Standard 3: Demonstrate Personal Financial Literacy

Advanced Benchmark A: Choose resources to meet individual, family and business financial goals.

Advanced Benchmark B: Evaluate financial institutions and services to meet valued ends.

Advanced Benchmark C: Predict changes in financial priorities needed to protect financial health through the family life cycle.

Advanced Benchmark D: Assess use of credit and debt to meet personal and family financial goals.

Advanced Benchmark E: Operationalize skills to manage conflict and/or stress related to financial issues.

Advanced Benchmark F: Determine impact of public policies on financial planning for self and family.

Advanced Benchmark G: Formulate techniques to prevent loss of assets.

Advanced Benchmark H: Utilize decision making and accounting processes to protect financial health.

Advanced Benchmark I: Build relationship and conflict resolution skills to manage family and financial demands.

Advanced Benchmark J: Advocate public policy that impacts financial well-being.

Lions Quest Skills for Action Correlation

- 1) Skills Bank: Skills Bank: Skill 15: Making Decisions that Support Our Goals; Skill 20: Setting and Reaching Personal Goals; Skill 21: Asking Effective Questions; Skill 22: Evaluating Information

FCS High School – Career Search I 091400

Standard 4: Design a Career Blueprint

Intermediate Benchmark A: Update an individual academic career plan based on self-knowledge and interests.

Intermediate Benchmark B: Practice job search skills.

Intermediate Benchmark C: Interpret career and workplace issues.

Lions Quest Skills for Action Correlation

- 1) Curriculum Part 1: Building a Learning Community
- 2) Curriculum Part 2: Exploring Personal and Social Responsibility
- 3) Skills Bank: Skill 1: Exploring Our Cultural History; Skill 2: Recognizing Bias; Skill 3: Recognizing Ethnocentricity; Skill 4: Recognizing Stereotypes; Skills 5: Valuing Diversity; Skill 8: Interviewing; Skill 9: Listening with Empathy; Skill 10: Making Oral Presentations; Skill 12: Being Assertive; Skill 13: Dealing with Frustration and Disappointment; Skill 14: Identifying Cause and Effect; Skill 15: Making Decisions that Support Our Goals; Skill 17: Managing Stress; Skill 18: Managing Time; Skill 20: Setting and Reaching Personal Goals; Skill 21: Asking Effective Questions; Skill 22: Evaluating Information; Skill 23: Exploring Research Sources; Skill 24: Preparing a Research Report; Skill 25: Supporting an Opinion; Skill 26: Writing for Various Purposes
- 4) *Teens – Alcohol and Other Drugs* unit

Standard 8: Manage Personal Transitions

Intermediate Benchmark A: Demonstrate how academic achievement supports personal and career growth.

Intermediate Benchmark B: Examine various influences on personal and academic life transitions.

Intermediate Benchmark C: Recognize skills to express emotions and resolve differences and conflict.

Intermediate Benchmark D: Apply social skills that lead to effective school and family relationships.

Lions Quest Skills for Action Correlation

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- 2) Curriculum Part 2: Exploring Personal and Social Responsibility
- 3) Skills Bank: Skill 1: Exploring Our Cultural History; Skill 2: Recognizing Bias; Skill 3: Recognizing Ethnocentricity; Skill 4: Recognizing Stereotypes; Skills 5: Valuing Diversity; Skill 6: Communicating Our Needs; Skill 7: Giving and Receiving Feedback; Skill 8: Interviewing; Skill 9: Listening with Empathy; Skill 10: Making Oral Presentations; Skill 11: Resolving Conflicts; Skill 12: Being Assertive; Skill 13: Dealing with Frustration and Disappointment; Skill 14: Identifying Cause and Effect; Skill 15: Making Decisions that Support Our Goals; Skill 16: Managing Personal Anger; Skill 17: Managing Stress; Skill 18: Managing Time; Skill 19: Resisting Negative Peer Pressure; Skill 20: Setting and Reaching Personal Goals; Skill 21: Asking Effective Questions; Skill 22: Evaluating Information; Skill 23: Exploring Research Sources; Skill 24: Preparing a Research Report; Skill 25: Supporting an Opinion; Skill 26: Writing for Various Purposes
- 4) *Teens – Alcohol and Other Drugs* unit

FCS High School – Career Search II 091401

Standard 4: Design a Career Blueprint

Advanced Benchmark A: Assess career plan based on self knowledge and interests.

Advanced Benchmark B: Manage job search skills.

Advanced Benchmark C: Examine career and workplace issues.

Advanced Benchmark D: Develop interpersonal skills essential in the workplace.

Advanced Benchmark E: Develop skills that employers demand.

Advanced Benchmark F: Develop workplace communication skills to promote self.

Lions Quest Skills for Action Correlation

- 1) Curriculum Part 1: Building a Learning Community
- 2) Curriculum Part 2: Exploring Personal and Social Responsibility
- 3) Skills Bank: Skill 1: Exploring Our Cultural History; Skill 2: Recognizing Bias; Skill 3: Recognizing Ethnocentricity; Skill 4: Recognizing Stereotypes; Skills 5: Valuing Diversity; Skill 6: Communicating Our Needs; Skill 7: Giving and Receiving Feedback; Skill 8: Interviewing; Skill 9: Listening with Empathy; Skill 10: Making Oral Presentations; Skill 11: Resolving Conflicts; Skill 12: Being Assertive; Skill 13: Dealing with Frustration and Disappointment; Skill 14: Identifying Cause and Effect; Skill 15: Making Decisions that Support Our Goals; Skill 16: Managing Personal Anger; Skill 17: Managing Stress; Skill 18: Managing Time; Skill 19: Resisting Negative Peer Pressure; Skill 20: Setting and Reaching Personal Goals; Skill 21: Asking Effective Questions; Skill 22: Evaluating Information; Skill 23: Exploring Research Sources; Skill 24: Preparing a Research Report; Skill 25: Supporting an Opinion; Skill 26: Writing for Various Purposes
- 4) *Teens – Alcohol and Other Drugs* unit

Standard 7: Manage a Life Plan

Advanced Benchmark A: Assess values and resources that support lifestyle goals.

Advanced Benchmark B: Evaluate effectiveness of time management plans related to educational, work and family goals.

Advanced Benchmark C: Recommend plans for reducing and managing stress.

Advanced Benchmark D: Assess practices that sustain environment.

Advanced Benchmark E: Choose decision-making skills to solve individual, family, group, school and workplace problems.

Advanced Benchmark F: Recommend skills for resisting peer pressure and resolving conflict in interpersonal, educational and workplace relationships.

Advanced Benchmark G: Justify the value of multicultural awareness in interpersonal, educational and workplace relationships.

Advanced Benchmark H: Evaluate friend, family and community systems that support and sustain a productive, meaningful lifestyle.

Lions Quest Skills for Action Correlation

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- 4) *Teens – Alcohol and Other Drugs* unit

FCS High School – Manage Transition 091300

Standard 2: Build Relationships

Intermediate Benchmark A: Appraise methods that build and maintain healthy interpersonal relationships.

Intermediate Benchmark B: Examine the impact of coping and personal resilience skills.

Intermediate Benchmark C: Develop personal assets that demonstrate healthy, caring and responsible citizenship.

Lions Quest Skills for Action Correlation

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- 2) Curriculum Part 2: Exploring Personal and Social Responsibility
- 3) Curriculum Part 3: Taking Action Through Service-Learning
- 4) Curriculum Part 4: Evaluating and Sharing Service Experiences
- 5) Skills Bank: Skill 1: Exploring Our Cultural History; Skill 2: Recognizing Bias; Skill 3: Recognizing Ethnocentricity; Skill 4: Recognizing Stereotypes; Skills 5: Valuing Diversity; Skill 6: Communicating Our Needs; Skill 7: Giving and Receiving Feedback; Skill 8: Interviewing; Skill 9: Listening with Empathy; Skill 10: Making Oral Presentations; Skill 11: Resolving Conflicts; Skill 12: Being Assertive; Skill 13: Dealing with Frustration and Disappointment; Skill 14: Identifying Cause and Effect; Skill 15: Making Decisions that Support Our Goals; Skill 16: Managing Personal Anger; Skill 17: Managing Stress; Skill 18: Managing Time; Skill 19: Resisting Negative Peer Pressure; Skill 20: Setting and Reaching Personal Goals; Skill 21: Asking Effective Questions; Skill 22: Evaluating Information
- 6) *Teens – Alcohol and Other Drugs* unit

Standard 7: Manage a Life Plan

Intermediate Benchmark A: Examine values and resources that support lifestyle goals.

Intermediate Benchmark B: Explore time management strategies related to educational, work and family goals.

Intermediate Benchmark C: Develop plans to reduce and manage stress.

Intermediate Benchmark D: Apply environmentally sustaining practices in school, home, work and community.

Intermediate Benchmark E: Apply decision-making skills to educational, work and interpersonal problems.

Intermediate Benchmark F: Utilize skills for resisting peer pressure and resolve conflict in interpersonal, educational and workplace relationships.

Intermediate Benchmark G: Expand multi-cultural awareness in interpersonal, education and workplace relationships.

Intermediate Benchmark H: Recognize friend, family and community systems that sustain productive, meaningful lifestyles.

Lions Quest Skills for Action Correlation

- 1) Curriculum Part 1: Building a Learning Community
- 2) Curriculum Part 2: Exploring Personal and Social Responsibility
- 3) Skills Bank: Skill 1: Exploring Our Cultural History; Skill 2: Recognizing Bias; Skill 3: Recognizing Ethnocentricity; Skill 4: Recognizing Stereotypes; Skills 5: Valuing Diversity; Skill 6: Communicating Our Needs; Skill 7: Giving and Receiving Feedback; Skill 8: Interviewing; Skill 9: Listening with Empathy; Skill 10: Making Oral Presentations; Skill 11: Resolving Conflicts; Skill 12: Being Assertive; Skill 13: Dealing with Frustration and Disappointment; Skill 14: Identifying Cause and Effect; Skill 15: Making Decisions that Support Our Goals; Skill 16: Managing Personal Anger; Skill 17: Managing Stress; Skill 18: Managing Time; Skill 19: Resisting Negative Peer Pressure; Skill 20: Setting and Reaching Personal Goals; Skill 21: Asking Effective Questions; Skill 22: Evaluating Information; Skill 23: Exploring Research Sources; Skill 24: Preparing a Research Report; Skill 25: Supporting an Opinion; Skill 26: Writing for Various Purposes
- 4) *Teens – Alcohol and Other Drugs* unit

FCS High School – Culminating Course Project

Students enrolled in Work and Family studies are expected to complete a Culminating Course Project which demonstrates achievement of the course competencies, active student growth, and reflection. It incorporates problem-solving, leadership, and management of work and family responsibilities.

Lions Quest Skills for Action Correlation

- 1) Curriculum Part 1: Building a Learning Community
- 2) Curriculum Part 2: Exploring Personal and Social Responsibility
- 3) Curriculum Part 3: Taking Action Through Service-Learning
- 4) Curriculum Part 4: Evaluating and Sharing Service Experiences
- 5) Skills Bank: Skills 1 – 26
- 6) *Teens – Alcohol and Other Drugs* unit

Community/School Partnerships: Service-Learning

Students enrolled in Work and Family Studies are expected to complete a service-learning project with a score of 80% or better on the Service Learning Rubric. The rubric measures the degree to which the project meets actual community needs, is coordinated with the community, integrates the Family and Consumer Sciences curriculum content, improves the quality of life for the people involved, facilitates active student reflection, uses new academic skills in real world settings to extend beyond the classroom, helps develop caring for others, and fosters student ownership of the project.

Lions Quest Skills for Action Correlation:

The Lions Quest *Skills for Action* Curriculum Manual is a service-learning curriculum that precisely follows the elements of high quality service learning used in the Service-Learning Rubric in Family and Consumer Sciences. The Curriculum Manual Parts 1 – 4 are based on the four primary steps of high quality service-learning. Parts 1 – 2 correlate with Preparation, Part 3 with Action and Reflection, and Part 4 with Reflection, Demonstration and Reflection. In addition, the Curriculum Manual lessons are built upon the eight elements of high quality service-learning that are reflected in the rubric. The Curriculum Manual, Parts 1 – 4, are then supported and correlated by the 26 skills of the Skills Bank, so that students are learning personal, social, and workplace skills while learning and practicing the leadership and citizenship skills required of high quality service-learning.

Teens – Alcohol and Other Drugs is a supplementary unit that combines service-learning and skill-building lessons to teach students how to choose a healthy lifestyle and avoid alcohol and other drugs. It follows the same format as the Curriculum Manual, Parts 1 – 4, and is an ideal complement for schools wishing to supplement the Skills for Action service-learning Curriculum Manual and Skills Bank with a focus on drug prevention.

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