

**TENNESSEE DEPARTMENT OF EDUCATION**  
Family and Consumer Sciences

**Category 3020 – PACE (Personal,  
Academic and Career Excellence)**



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**CORRELATION OF  
CATEGORY 3020 -  
PERSONAL, ACADEMIC AND CAREER EXCELLENCE (PACE)  
to  
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<b><u>CURRICULUM STANDARDS</u></b>	<b><u>CORRELATING PAGE NUMBERS</u></b>
<b>STANDARD 1.0</b>	
Envision a personally satisfying future and evaluate the lifelong impact of current choices.	
<b>Expectations and Performance Indicators</b>	
1.1 Assess personal passions, personality traits, values, strengths and weaknesses in the establishment of a unique identity.	45-55, 61-62, 146-151, 161-162
1.2 Reflect on personal definitions of excellence, success, best, commitment, and satisfaction.	244, 267, 268, 276-280
1.3 Envision a desirable adult life.	34-44, 55-62
1.4 Evaluate the impact of choices associated with substance abuse, teen sexuality, dropping out of school, and other potentially harmful activities	55, 65, 263-266
1.5 Appraise the value of education and the importance of becoming internally motivated in striving toward excellence and graduating from high school.	
<b>STANDARD 2.0</b>	
Assess skills in building and maintaining healthy relationships within personal, career and global environments.	
<b>Expectations and Performance Indicators</b>	
2.1 Demonstrate effective communication and conflict resolution skills in school, family, career and community settings.	164-173, 186, 187
2.2 Analyze strategies to balance the multiple roles and responsibilities within individual, family, career, and community life.	34-44
2.3 Evaluate the significance of commitment to various types of relationships.	23-29, 36-41, 168, 183-184, 186
2.4 Examine the interdependency that exists among people within the global community.	53, 72, 183-184
2.5 Demonstrate respect for multiple diversities within a global society.	233-235, 243
2.6 Explore and model respectful, positive behavior that contributes to building and maintaining healthy, caring relationships.	246-256
<b>STANDARD 3.0</b>	
Develop personal qualities and management techniques needed to become contributing and responsible students, consumers, family members, employees, and citizens.	
<b>Expectations and Performance Indicators</b>	
3.1 Demonstrate positive character traits/qualities related to responsibility and work ethics.	19, 228-231, 244, 246-254, 267-268
3.2 Apply goal-setting and decision-making processes to accomplish tasks and fulfill responsibilities.	58-61, 81-85, 157-162, 168-169
3.3 Analyze life situations in which delaying gratification would lead to long-term rewards.	
3.4 Generate personal strategies for managing stress, anxieties and fears.	152-155
3.5 Apply time management and organizational strategies for managing activities and resources.	153, 154
3.6 Demonstrate basic financial literacy and money management strategies.	154, 235-241, 243
3.7 Establish wellness goals to maximize present and future health, appearance and excellence in school, family, career and community settings.	224-228, 243, 244, 259-266

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<u><b>CURRICULUM STANDARDS</b></u>	<u><b>CORRELATING PAGE NUMBERS</b></u>
<b>STANDARD 4.0</b>	
Integrate basic academic and technology skills for success in interdisciplinary studies and multiple life roles.	
<b>Expectations and Performance Indicators</b>	
4.1 Utilize reading, writing, listening, speaking, science and mathematic skills in school, family, career and community settings.	110-122, 128, 129
4.2 Apply safe technology practices and reliable research strategies as an integral part of academic and life success.	122-129
4.3 Investigate the influence of assessments and high school performance upon entrance into postsecondary education.	100-101, 106
4.4 Analyze individual assessment results and data and create a personalized educational improvement plan.	
<b>STANDARD 5.0</b>	
Evaluate the impact of personal interest, aptitudes, education and career choices on personal lifestyle.	
<b>Expectations and Performance Indicators</b>	
5.1 Assess personal career interests and aptitudes.	46-55, 61, 62
5.2 Compare personal assessments with possible career clusters and pathways.	285-444
5.3 Create and compare a personal budget reflecting future lifestyle desires and a subsistence budget.	
5.4 Compare varying educational requirements in personally selected career clusters to possible incomes and life rewards/sacrifices.	64-68, 85, 86
5.5 Analyze the impact of commitment to education to future lifestyle and life satisfaction.	66
5.6 Select the career most closely matching personal interests, aptitudes, lifestyle budget and commitment to education and training.	88-94
<b>STANDARD 6.0</b>	
Generate a life portfolio with a personalized ten-year life plan for education, career, financial security, and family life.	
<b>Expectations and Performance Indicators</b>	
6.1 Access, analyze and apply career information through a variety of experiences.	68-70, 76-86
6.2 Compare education and training alternatives after high school for career choices within an identified career cluster.	290-313, 315, 320-343, 345-369, 371-396, 398-418
6.3 Formulate an educational plan for an occupation within a career cluster that begins with entry into high school and continues through post-secondary education and/or training program.	396
6.4 Compile a list of transferable skills and career options that match personal interests and aptitudes.	61
6.5 Demonstrate the process used to locate and secure employment.	191-221
6.6 Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.	70, 71, 76
6.7 Utilize labor market information, knowledge of technology, and current trends to forecast a ten-year job outlook for a chosen career.	70-76, 315, 318, 341, 365-367, 415, 416

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6.8 Prepare a monthly financial plan for the first year of independent living based upon entry-level earnings within a chosen occupation.	
6.9 Compose a personal life mission statement and a life plan for the next ten years.	
<b>STANDARD 7.0</b> Demonstrate citizenship, leadership and teamwork skills needed for a life of excellence within the family, workplace and community.	
<b>Expectations and Performance Indicators</b>	
7.1 Assess factors involved in successful leadership skills, citizenship traits, and cooperative teamwork.	34-41, 44, 164-176, 179-183, 186, 187
7.2 Initiate, plan and conduct service-learning projects through the co-curricular student organization.	