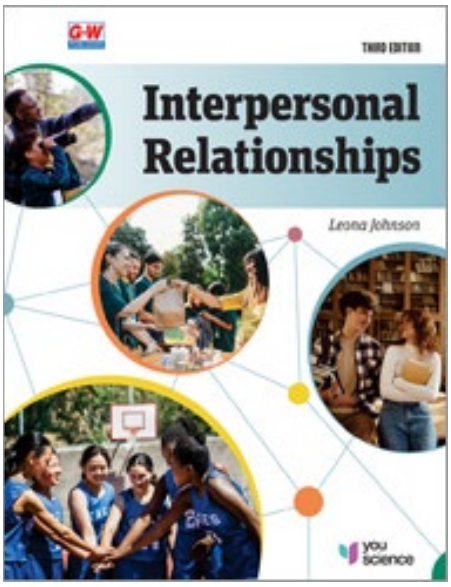
Correlation of
***Interpersonal Relationships,* Johnson**
(Goodheart-Willcox Publisher ©2027)
to
Pre-PAC Domains and Competencies: Broad Field Family and Consumer Sciences

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 page numbers that identify the content location.



Domains/Competencies	G-W Content
Domain 1: Interpersonal Relationships	
Competency 1A: Analyze functions and expectations of various types of relationships.	
1.A.1 Healthy vs. unhealthy relationships (i.e., strategies for developing healthy relationships)	224–248, 306–316
1.A.2 Emotions associated with relationships (i.e., infatuation, love, affection, trust)	224–248, 296–298, 322–327, 352–360, 539–543
1.A.3 Friendships	52–53, 224–235
1.A.4 Dating Relationships	288–316
1.A.5 Engagement	339–343
1.A.6 Marriage	343–346, 352–377, 491–492

Copyright © Goodheart-Willcox Co., Inc. All Rights Reserved. You may not reproduce, create derivative works from, utilize any AI technology with respect to, or allow unauthorized access to, any G-W course or other materials, except as permitted by U.S. copyright law. Such materials may be used for your own educational purposes only, in a location not accessible by the general public.

Domains/Competencies	G-W Content
1.A.7 Divorce	472–494
1.A.8 Custodial Relationships	398–403, 422–437, 483–485, 488–494
1.A.9 Roles (i.e., role conflict, role expectations, role identity)	53, 254–278, 340–343, 361–363, 369–371, 506–516, 573–579
1.A.10 Effects of work on individual and family relationships	135–138, 272–278, 343, 668–684
1.A.11 Maintaining professional relationships	244–246, 272–278616–619
Competency 1B: Analyze personal needs and characteristics and their effects on interpersonal relationships.	
1.B.1 Mate selection	288–316, 322–346
1.B.2 Religion and marriage	335
1.B.3 Complementary needs, role conflict, and proximity	322–338
1.B.4 Varied role expectations	340–343
1.B.5 Patterns/styles of adjustment (i.e., accommodation, compromise, concession, hostility)	352–354, 422–427
1.B.6 Types of love (i.e., eros, mature, agape, etc.)	296–298
Competency 1C: Demonstrate communication skills that contribute to positive relationships.	
1.C.1 Verbal communication	194–200, 422–423
1.C.2 Nonverbal communication	191–194
1.C.3 Feedback	191, 198–199, 226
1.C.4 Role of empathy in communication	196–197, 226
1.C.5 Conflict resolution and tips for productive quarreling	213–218, 352–360, 422, 428–432
1.C.6 Effective communication strategies	190–200, 207–218, 290, 306–309, 327–328, 352–360, 422–423
Competency 1D: Demonstrate standards that guide behavior in interpersonal relationships.	
1.D.1 Risk-taking behaviors in relationships	296–305
1.D.2 Assertive vs. aggressive behaviors	196–197
1.D.3 Problem-solving and decision-making	115–128, 213–218, 358, 424–425
1.D.4 Accountability in relationships	352–374
1.D.5 Maintaining balance in relationships	366–368, 418–421, 450–456
1.D.6 Standards for developing quality relationships, including marriage	111–112, 289–291, 306–309, 322–338
1.D.7 Common adjustment issues for newlyweds	369–374

Copyright © Goodheart-Willcox Co., Inc. All Rights Reserved. You may not reproduce, create derivative works from, utilize any AI technology with respect to, or allow unauthorized access to, any G-W course or other materials, except as permitted by U.S. copyright law. Such materials may be used for your own educational purposes only, in a location not accessible by the general public.

Domains/Competencies	G-W Content
1.D.8 Patterns of communication that build esteem in family members	47–65, 77–78, 422–423
1.D.9 Expectations or reasons for parenthood	512–530
1.D.10 Scape-goating	430–431
1.D.11 Principles of group dynamics and theory	254–278
Domain 2: Life Span and Human Development	
Competency 2A: Analyze principles of human growth and development across the life span.	
2.A.1 Caring and nurturing environments	19–30, 536–556
2.A.2 Personality development	6–30, 58–66
2.A.3 Family life cycle	504–511, 573–575
2.A.4 Life Course and Development Theory	40–45, 536–537, 572–575
2.A.5 Stages of the life span	6–7, 504–511
2.A.6 Role adjustment strategies across the life span	7–10, 506–511
2.A.7 Adaptation strategies for aging	572–590
2.A.8 Balancing roles of work and family	668–684
2.A.9 Adolescent development	7–30
2.A.10 Parenting strategies	418–427, 536–565
2.A.11 Special learning needs	563–564
Competency 2B: Analyze conditions that influence human growth and development.	
2.B.1 Factors that influence personality and development	13–30, 58–66
2.B.2 Positive reinforcement	561
2.B.3 Self-esteem	8, 47–50, 59–65
2.B.4 Family trends	384–391
2.B.5 Family ecosystem	416–421
2.B.6 Family of origin and family of procreation	504–511
2.B.7 Preparation for parenthood	341, 512–530
2.B.8 Promoting self-efficacy in children with special needs	544–545, 548–556, 559–562
2.B.9 Nature of human aging	572–590
2.B.10 Effects of historical events on lifespan development	384–391
2.B.11 Effects of societal issues and conditions on lifespan development	52–57
Competency 2C: Analyze strategies that promote growth and development across the lifespan.	

Copyright © Goodheart-Willcox Co., Inc. All Rights Reserved. You may not reproduce, create derivative works from, utilize any AI technology with respect to, or allow unauthorized access to, any G-W course or other materials, except as permitted by U.S. copyright law. Such materials may be used for your own educational purposes only, in a location not accessible by the general public.

Domains/Competencies	G-W Content
2.C.1 Stages of the family life cycle	504–511
2.C.2 Family crisis	444–466
2.C.3 Functional families and commitment to meeting individual needs	392–405, 416–427, 450–466
2.C.4 Family communication strategies	422–427
2.C.5 Family problem solving	428–432
2.C.6 Role of parents in helping children build healthy relationships	539–543, 548–565
Domain 3: Family Well-being	
Competency 3A: Analyze the effects of family as a system on individuals and society.	
3.A.1 Family systems (i.e., open and closed systems)	416–421
3.A.2 Impact of individual members on the family system	416–421
3.A.3 Families of children with disabilities	460–461, 564
3.A.4 Complementary roles of parents	335–336, 340–343, 506–510,
3.A.5 Effects of crisis on the family	444–449, 476–477
3.A.6 Effective coping mechanisms for the family	457–466, 486–494
3.A.7 Family resiliency	455–466, 486–494
3.A.8 Reciprocal effects of family and society	384–397, 416–437
Competency 3B: Evaluate the effects of diverse perspectives, needs, and characteristics on individuals and families.	
3.B.1 Developmental delays	7–12
3.B.2 Culturally diverse society	23–25, 246–247
3.B.3 Stereotyping and opportunity limitation	94–95
3.B.4 Family structures (i.e., nuclear, foster, extended, single-parent, blended, and step families)	398–405
3.B.5 Ethical decision-making	54, 115–128
Competency 3C: Analyze and promote roles and responsibilities of parenting.	
3.C.1 Transition to parenting roles	507, 512–530
3.C.2 Meeting the physical, emotional, cognitive, and social needs of children	536–565
3.C.3 Balancing the needs of the child with the needs of the parent	538, 557–565
3.C.4 Effective parental guidance and child development	536–565

Copyright © Goodheart-Willcox Co., Inc. All Rights Reserved. You may not reproduce, create derivative works from, utilize any AI technology with respect to, or allow unauthorized access to, any G-W course or other materials, except as permitted by U.S. copyright law. Such materials may be used for your own educational purposes only, in a location not accessible by the general public.

Domains/Competencies	G-W Content
3.C.5 Basic human needs	64–65, 548–554
3.C.6 Promoting socialization of children	52–53, 548–565
3.C.7 Typical behaviors of children	544–556
Competency 3D: Evaluate and promote the parenting practices that maximize human growth and development.	
3.D.1 Reorganization of family to fit needs of children	506–511, 668–684
3.D.2 Age appropriate discipline strategies	559–562
3.D.3 Role of communication in parenting	540–542, 548–554
3.D.4 Types of play (i.e., manipulative, dramatic and housekeeping, etc.)	552
3.D.5 Strategies to develop healthy eating habits in children	–
Competency 3E: Evaluate and promote support systems that provide services for parents and/or families.	
3.E.1 Crisis situations (i.e., suicide, sexual assault, domestic violence, bullying, death)	93–94, 211–212, 232–235, 299, 444–466, 486
3.E.2 Role of social services and social workers	459–466
3.E.3 Community-based support groups	455–456, 462–464, 563
Domain 4: Career Connections	
Competency 4A: Analyze strategies to manage multiple roles and responsibilities.	
4.A.1 Similarities and differences between a career and a job	134–135
4.A.2 Strategies for choosing a career	139–159, 600–610
4.A.3 Understanding the paycheck (i.e., net vs. gross pay, take-home pay, bonus, deductions, taxes)	635–636
4.A.4 Family and Medical Leave Act	673
4.A.5 Employment requirements (i.e., medical exams, screenings, etc.)	614–615
4.A.6 Sexual harassment	311, 618
4.A.7 Discrimination	618
4.A.8 Time management	166–180
Competency 4B: Demonstrate transferable and employability skills in school, community, and workplace settings.	
4.B.1 Goal setting	108–114, 168–170
4.B.2 Steps in problem solving	214–218

Copyright © Goodheart-Willcox Co., Inc. All Rights Reserved. You may not reproduce, create derivative works from, utilize any AI technology with respect to, or allow unauthorized access to, any G-W course or other materials, except as permitted by U.S. copyright law. Such materials may be used for your own educational purposes only, in a location not accessible by the general public.

Domains/Competencies	G-W Content
4.B.3 Communication skills	190–128
4.B.4 Work protocol (i.e., proper notice, leaving a company, etc.)	622–624
4.B.5 Interviewing skills	615–616
4.B.6 Safety considerations in the workplace	616–619
4.B.7 OSHA	–
4.B.8 Basic math, reading, and writing skills	207–209, 632–643
4.B.9 Teamwork	254–278
Competency 4C: Evaluate the reciprocal effects of individual and family participation in community activities.	
4.C.1 Leadership	254–262
4.C.2 Parliamentary procedure	268
4.C.3 Personal priorities	139–142, 166–167, 668–684
4.C.4 Human services agencies and groups	148, 524, 581
4.C.5 Free enterprise system (i.e., socialism, market economy, capitalism)	–
4.C.6 FCCLA membership and involvement	148, 156
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.	
5.A.1 Resources	112–114,
5.A.2 Effective cost-cutting strategies for purchases (i.e., food, clothing, home energy use, recreation, and transportation)	639–642
5.A.3 Advertising strategies	–
5.A.4 Managing clothing costs (i.e., garment durability, fads, etc.)	641
5.A.5 Housing costs (i.e., leases, rent, mortgage, interest rate, down payment, property tax, security deposit)	639–640
5.A.6 Insurance (i.e., homeowner's insurance, liability, medical insurance, bodily injury, property damage, uninsured motorists)	650–662
5.A.7 Time management (i.e., prioritizing, scheduling)	166–180
Competency 5B: Analyze the relationship of the environment to family and consumer resources.	
5.B.1 Nonrenewable resources	166, 675–676

Copyright © Goodheart-Willcox Co., Inc. All Rights Reserved. You may not reproduce, create derivative works from, utilize any AI technology with respect to, or allow unauthorized access to, any G-W course or other materials, except as permitted by U.S. copyright law. Such materials may be used for your own educational purposes only, in a location not accessible by the general public.

Domains/Competencies	G-W Content
5.B.2 Conserving and protecting resources	650–662, 675–676
5.B.3 Ecosystem	691–692
5.B.4 Credit	644–649
5.B.5 Taxes (i.e., local, state, and federal)	689
5.B.6 State and local expenditures, including public welfare, education, and highways	689–692
Competency 5C: Analyze policies that affect consumer rights and responsibilities.	
5.C.1 Food labeling requirements	–
5.C.2 Laws and governing food additives	–
5.C.3 Government agencies (i.e., FAO, FDA, USDA, WHO)	564
5.C.4 Role of government consumer protection and services	580–581, 648
5.C.5 Role of insurance policies	650–662
Competency 5D: Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions.	
5.D.1 Sustainable living	675–683
5.D.2 Online resources and shopping	644
5.D.3 Money management technology applications	632–634
5.D.4 Most used forms of energy, including petroleum and natural gas	–
5.D.5 Renewable resources	–
5.D.6 Strategies to reduce the use of nonrenewable resources	168–170, 675–677
Competency 5E: Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	
5.E.1 Unit pricing and cost per serving/use	–
5.E.2 Credit ratings and FICO scores	645
5.E.3 Collateral	647
5.E.4 Goals for saving throughout the life span	342, 371–372, 654, 575, 580–581, 632–643
5.E.5 Estate planning	–
5.E.6 Living wills	–
Domain 6: Nutrition and Wellness	
Competency 6A: Analyze factors that influence nutrition and wellness across the life span, and be able to educate others to implement this information.	

Copyright © Goodheart-Willcox Co., Inc. All Rights Reserved. You may not reproduce, create derivative works from, utilize any AI technology with respect to, or allow unauthorized access to, any G-W course or other materials, except as permitted by U.S. copyright law. Such materials may be used for your own educational purposes only, in a location not accessible by the general public.

Domains/Competencies	G-W Content
6.A.1 Dietary needs throughout the lifespan, including infants and adolescents	See *Guide to Good Food* for coverage of this standard.
6.A.2 Special dietary needs	See *Guide to Good Food* for coverage of this standard.
6.A.3 Guidelines for helping children develop healthy eating habits	See *Guide to Good Food* for coverage of this standard.
6.A.4 Techniques to serving healthy and appealing snacks/meals	See *Guide to Good Food* for coverage of this standard.
6.A.5 Influence of food customs on food selection and preparation	See *Guide to Good Food* for coverage of this standard.
6.A.6 Societal influences on nutrition and wellness	See *Guide to Good Food* for coverage of this standard.
6.A.7 Overweight and obesity (i.e., definitions and contributing factors)	See *Guide to Good Food* for coverage of this standard.
6.A.8 Body Mass Index (BMI)	See *Guide to Good Food* for coverage of this standard.
6.A.9 Portion sizes	See *Guide to Good Food* for coverage of this standard.
6.A.10 Effective strategies for coping with stress	80–85
Competency 6B: Evaluate various dietary guidelines when planning to meet nutrition and wellness needs, and be able to educate others to implement this information.	
6.B.1 Dietary guidelines	See *Guide to Good Food* for coverage of this standard.
6.B.2 Nutrition Facts labels	See *Guide to Good Food* for coverage of this standard.
6.B.3 Food sources of nutrients	See *Guide to Good Food* for coverage of this standard.
6.B.4 Anemia and iron	514
6.B.5 Proteins	See *Guide to Good Food* for coverage of this standard.
6.B.6 Carbohydrates (i.e., dietary fiber, cellulose, sugars, complex carbohydrates)	See *Guide to Good Food* for coverage of this standard.
6.B.7 Fats (i.e., trans fatty acids, cholesterol, saturated fat, unsaturated fat)	See *Guide to Good Food* for coverage of this standard.
6.B.8 MyPyramid.gov	122–123
6.B.9 Menu planning	See *Guide to Good Food* for coverage of this standard.
6.B.10 Food strategies to avoid (i.e., using candy as a reward, etc.)	See *Guide to Good Food* for coverage of this standard.
Competency 6C: Evaluate factors that affect food safety from selection through consumption.	
6.C.1 Microbial contaminants	–
6.C.2 Food intoxication	See *Guide to Good Food* for coverage of this standard.
6.C.3 Bacterial toxins	See *Guide to Good Food* for coverage of this standard.
6.C.4 HACCP	See *Guide to Good Food* for coverage of this standard.

Copyright © Goodheart-Willcox Co., Inc. All Rights Reserved. You may not reproduce, create derivative works from, utilize any AI technology with respect to, or allow unauthorized access to, any G-W course or other materials, except as permitted by U.S. copyright law. Such materials may be used for your own educational purposes only, in a location not accessible by the general public.

Domains/Competencies	G-W Content
6.C.5 Function of food packaging	See *Guide to Good Food* for coverage of this standard.
6.C.6 Strategies for safe food handling	See *Guide to Good Food* for coverage of this standard.
Competency 6D: Evaluate the influence of science and technology on food composition, safety, and other issues.	
6.D.1 Temperature danger zone	See *Guide to Good Food* for coverage of this standard.
6.D.2 Plant maturation and ethylene	See *Guide to Good Food* for coverage of this standard.
6.D.3 Roles and expertise of registered dietitians	See *Guide to Good Food* for coverage of this standard.
6.D.4 Components of an experiment	See *Guide to Good Food* for coverage of this standard.
6.D.5 Genetically engineered/modified foods	See *Guide to Good Food* for coverage of this standard.
6.D.6 Antioxidants	See *Guide to Good Food* for coverage of this standard.
6.D.7 Sulfites	See *Guide to Good Food* for coverage of this standard.
6.D.8 Ascorbic Acid and oxidative browning	See *Guide to Good Food* for coverage of this standard.
6.D.9 Monosaccharides and disaccharides	See *Guide to Good Food* for coverage of this standard.
6.D.10 Boiling point and freezing point of water at sea level	See *Guide to Good Food* for coverage of this standard.
6.D.11 Measuring dry and liquid ingredients	See *Guide to Good Food* for coverage of this standard.
6.D.12 Cryogenic liquids and chilling food	See *Guide to Good Food* for coverage of this standard.

Copyright © Goodheart-Willcox Co., Inc. All Rights Reserved. You may not reproduce, create derivative works from, utilize any AI technology with respect to, or allow unauthorized access to, any G-W course or other materials, except as permitted by U.S. copyright law. Such materials may be used for your own educational purposes only, in a location not accessible by the general public.