



## Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Human Development Core curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings Lifespan Studies Core (formerly Human Development) into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

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# Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Lifespan Studies Core course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. The commencement level core courses provide seamless articulation between the middle level Home and Career Skills course and the more specialized focus of the cluster courses. All Family and Consumer Sciences Core courses allow students to apply the process skills of communication, leadership, management, and thinking delivered in the Home and Career Skills course in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:

- Lifespan Studies
- Food and Nutrition
- Clothing and Textiles
- Housing and Environment

Human Services and Family Studies cluster courses:

- Careers in Human Services
- Child Development
- Early Childhood Education Program
- Adolescent Psychology
- Parenting
- Family Dynamics
- Gerontology
- Independent Living

The Lifespan Studies Core may be used to meet the New York State parenting education mandate.

Each Family and Consumer Sciences course promotes student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. Performance objectives and supporting competencies in core courses are based on the National Learning Standards in Family and Consumer Sciences.

Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) policies developed for CTE programs and students apply to Family and Consumer Sciences.

## Message to the Teacher

In the information age, the world is becoming smaller and more immediate. This requires individuals who are able to understand relationships and able to interact with a variety of people in a variety of settings. In assisting students in becoming competent, confident and caring in managing their personal, family and work lives, the Lifespan Studies Core builds on positive youth development started at the middle level.

Lifespan Studies topics focus on skills needed for understanding relationships across the lifecycle. Strategies for understanding self, as well as for dealing with change, help students cope with the challenges of life. Students who are more likely to be involved in positive relationships in their family, school, community and workplace.

The content topics in the Lifespan Studies Core course allow students to meet commencement level New York State Learning Standards for Family and Consumer Sciences as well as Career Development and Occupational Studies. In addition, they are aligned with the National Family and Consumer Sciences Standards. This course is an option for completing the parenting education graduation requirement for any student.

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. The charge to Family and Consumer Science educators is to empower students by engaging them in experiential activities that will guide them into the future.

# **Curriculum Overview – Lifespan Studies Core**

## **1. What is the prerequisite?**

The prerequisite for the Lifespan Studies Core course is the successful completion of Home and Career Skills at the middle level. The Lifespan Studies Core course is a suggested prerequisite for all other courses in the Human Services and Family Studies cluster.

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Lifespan Studies Core course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

The Lifespan Development Core may also be used to fulfill the New York State Parenting Mandate.

Lifespan Studies Core content topics align with the National Standards for Family and Consumer Sciences.

## **5. Why is it important for students to enroll in Lifespan Studies?**

All students are members of current and future families. Understanding the dynamics of relationships is a key to a successful future in home, school, community, and workplace settings. Employers stress the importance of employe

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**8. How can student achievement of the New York State Family and Consumer Sciences**

# **Course: Lifespan Studies CORE**

## Content Topics

### **A. Growth and Development Across the Lifespan**



**A. Growth and Development Across the Lifespan (GD)** *What are the areas and characteristics of human growth and development across the lifespan?*

**Standards Connections**

**Growth and Development Across the Lifespan supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 2 – A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills**

**Rationale**

The purpose of this content topic is to provide opportunities for students to identify and understand the principles of human growth and development by examining the cultural, social, environmental, ethnic, genetic, and technological factors that affect growth and development across the lifespan. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to principles of growth and development.

**Key Ideas**

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a8 - Systems

## **Growth and Development Across the Lifespan Performance Objective 2**

### **GD.2 Describe the typical developmental roles, responsibilities and tasks characteristic across the lifespan continuum**

- GD.2.1. Identify typical developmental benchmarks across the lifespan including but not limited to: prenatal, childhood, adolescence, adulthood, and the elder years

## **Growth and Development Across the Lifespan Performance Objective 3**

### **GD.3 Analyze principles of human growth and development across the lifespan**

- GD.3.1. Examine physical, intellectual, emotional, social growth and development
- GD.3.2. Examine the interrelationships among physical, intellectual, emotional, social growth and development across the lifespan

## **Growth and Development Across the Lifespan Performance Objective 4**

### **GD.4 Apply the process skills of communication, leadership, management, and thinking skills to promote positive relationships across the lifespan**

- GD.4.1. Acknowledge that human relationships across the lifespan face conflicts and stress due to changes in needs, goals, resources, decisions, problems, roles, and responsibilities
- GD.4.2. Apply the process skills to manage conflict and stress brought about by change



## **Brain Development Performance Objective 2**

### **B.2 Evaluate the impact aging has on the brain and central nervous system**

- B.2.1. Describe the characteristics and the impact that aging has on the brain
- B.2.2. Demonstrate an appreciation for positive lifestyle choices and the effects they have on the maturing brain



**D. Childhood (C)** *What are the developmentally appropriate practices for fostering optimum growth and development in children?*

### **Standards Connections**

**Childhood supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills**

### **Rationale**

The purpose of this content topic is to identify the developmental needs of children. Students will explore methods of meeting these developmental needs by providing a nurturing environment for children. Students will put into growth and development. This content topic will



**E. Adolescence (A)** *What developmental characteristics and abilities enable adolescents to manage the issues, choices and challenges they encounter as they begin to set and achieve their personal and professional goals?*

### **Standards Connections**

**Adolescence supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills**

#### **Rationale**

The purpose of this content topic is to understand human development during adolescence. Students will explore how providing for the needs and enhancing the lives of others promotes positive personal identity formation during adolescence. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the study of adolescence.

#### **Key Ideas**

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3a8 - Systems

### **Performance Objectives and Supporting Competencies for Adolescence**

#### **Adolescence Performance Objective 1**

##### **A.1 Explain the principles of growth and development of adolescents**

A.1.1. Identify physical, intellectual, emotional, and social needs of adolescents



## **Adolescence Performance Objective 2**

### **A.2 Identify influences that may affect the growth and development of adolescents**

- A.2.1. Determine the impact of social, economic, and technological forces on adolescent growth and development
- A.2.2. Identify how consequences of common risk behaviors can effect the growth and development of adolescents

## **Adolescence Performance Objective 3**

### **A.3 Identify strategies that promote the growth and development of personal identity during adolescence**

- A.3.1. Explore ways to define personal identity during adolescence
- A.3.2. Examine the effects of gender, ethnicity, and culture on personal identity
- A.3.3. Analyze *self* in relation to factors including but not li0.00000914h

**F. Adult Years (AY)** *What developmental characteristics and abilities enable adults to manage the issues, choices and challenges they encounter as they refine and achieve their personal and professional goals?*

### **Standards Connections**

**Adult Years supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 –**

- AY.1.3. Discuss the effects on adults who care for both their children and their aging parents
- AY.1.4. Explore how providing for the needs and enhancing the lives of others demonstrates teamwork and leadership skills in family, workplace and community settings

**Adult Years Performance Objective 2**

**AY.2 Determine the impact of change and transition during the adult years**

- AY.2.1. Examine the impact of change and transition during adulthood
- AY.2.2. Investigate factors to consider during adulthood in order to prepare for retirement

**G. Elder Years (EY)** *What developmental characteristics and abilities enable adults to manage the issues, choices and challenges they encounter as they refine and achieve their goals during their elder years?*

### **Standards Connections**

**Elder Years supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills**

#### **Rationale**

The population of aging adults is greater than ever before and is expected to increase. Many individuals in this period of life continue to be healthy and actively engaged in family, workplace, and community activities. Complex issues influence the overall health and well being of those in the elder years. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the understanding the choices and challenges of individuals during the elder years.

#### **Key Ideas**

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the

- EY.1.2. Explore the influence of physical, mental, social, and emotional health on lifestyle during the elder years
- EY.1.3. Identify different ways to improve or sustain physical, mental, social, and emotional health during the elder years
- EY.1.4. Discuss the role vocation, retirement, and leisure play in promoting physical, mental, social, and emotional health during the elder years
- EY.1.5. Consider the possible losses an older adult encounters during the elder years
- EY.1.6. Explore how enhancing the lives of others in family, workplace and community settings promotes physical, mental, social, and emotional health during the elder years

**H. Current Issues and Events in Lifespan Studies (CIE)** What human life issues and events create crises and pose challenges for individuals and families across the lifespan?

### **Standards Connections**

**Current Issues and Events in Lifespan Studies supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills**

### **Rationale**

Across the lifespan there are human life issues and events that impact individuals and families.

Understanding these life-changing events helps students to cope with the challenges posed by these events. The ability to access resources is an important skill for students to apply as they attempt to manage issues and events they encounter. This content topic will provide opportunities for students to apply communication, leadership, management and thinking

## **Performance Objectives and Supporting Competencies for Current Issues and Events in Lifespan Studies**

### **Current Issues and Events in Lifespan Studies Performance Objective 1**

#### **CIE.1 Analyze human life issues and events that influence individuals and families across the lifespan**

CIE.1.1. Identify human life issues and events that create crises and pose challenges across the lifespan including but not limited to:  
Employment and Finances, Family Evolution, Health Challenges and Crises, Disabling Conditions, Loss and Grief, Death and Dying

CIE.1.2. Describe how human life issues and events impact physical, mental, social, and emotional growth and development across the lifespan

CIE.1.3. Determine possible actions for managing of human life issues and events across the lifespan

CIE.1.4. Determine ways human life issues and events are understood and handled in a variety of cG{li)-3(fe)7( iss)-3(ue)4(s a)3(nd )JTJETQq0.00000912 0 612

**I. Career Pathways in Lifespan Studies (CP)** *How will I find out what careers are available in lifespan studies and evaluate my interest and proficiency for success in this*



- CP.1.6. Examine the skills necessary for success in the field of lifespan studies
- CP.1.7. Examine the impact of careers in the field of lifespan studies on local, state, national, and global economies

**Career Pathways in Lifespan Studies Performance Objective 2**

**CP.2 Assess personal suitability to career characteristics in the field of lifespan studies**

- CP.2.1. Evaluate personal qualities related to employability
- CP.2.2. Examine personal traits relevant to careers in the field of lifespan studies
- CP.2.3. Match personal characteristics to suitable career choice(s)
- CP.2.4. Evaluate personal characteristics and identify careers compatible with own lifestyle preference



**LIFESPAN STUDIES CORE  
BEST PRACTICES TEMPLATE**

**NYS LEARNING STANDARDS:**

Family and Consumer Sciences

1\_\_\_\_\_

2\_\_\_\_\_

3\_\_\_\_\_

Career Development and  
Occupational Studies

1\_\_\_\_\_

2\_\_\_\_\_

3a\_\_\_\_\_

3b\_\_\_\_\_



## **Appendix B**

### **LIFESPAN STUDIES CORE**





- CIE.1.1. Identify human life issues and events that create crises and pose challenges across the lifespan including but not limited to: Employment and Finances, Family Evolution, Health Challenges and Crises, Disabling Conditions, Loss and Grief, Death and Dying
- CIE.1.2. Describe how human life issues and events impact physical, mental, social, and emotional growth and development across the lifespan
- CIE.1.3. Determine possible actions for managing of human life issues and events across the lifespan
- CIE.1.4. Determine ways human life issues and events are understood and handled in a variety of cultures
- CIE.1.5. Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance
- CIE.1.6. Identify and evaluate external support systems that provide services for individuals and families experiencing human life issues and events

## **I. Career Pathways in Lifespan Studies (CP)**

### **CP.1 Identify and investigate careers in the field of lifespan studies**

- CP.1.1. Determine roles and functions of careers in the lifespan studies field
- CP.1.2. Identify careers in the field of lifespan studies
- CP.1.3. Determine how lifespan studies launches the interest and pursuit of variety of entry level, paraprofessional and professional careers
- CP.1.4. Explore opportunities for employment and entrepreneurial endeavors in the field of lifespan studies
- CP.1.5. Examine education and training requirements for career paths in the field of lifespan studies
- CP.1.6. Examine the skills necessary for success in the field of lifespan studies
- CP.1.7. Examine the impact of careers in the field of lifespan studies on local, state, national, and global economies

### **CP.2 Assess personal suitability to career characteristics in the field of lifespan studies**

- CP.2.1. Evaluate personal qualities related to employability
- CP.2.2. Examine personal traits relevant to careers in the field of lifespan studies
- CP.2.3. Match personal characteristics to suitable career choice(s)
- CP.2.4. Evaluate personal characteristics to determine if they are compatible with own lifestyle preference



## Appendix C

### HOME AND CAREER SKILLS PROCESS SKILLS

The information below is excerpted from the New York State Home and Career Skills Core Curriculum Guide 2005. It is appended here as a reference and a review of the process skills for high school Family and Consumer Sciences teachers. Family and Consumer Sciences high school core courses were designed to provide opportunities for students to apply communication, leadership, management, and thinking skills through each content topic they study.

#### Introduction to Process Skills

Home and Career Skills education is designed to provide students with the skills and knowledge necessary to succeed in the 21st century workforce. This education is grounded in needs and issues of society and in developments in Family and Consumer Sciences education.

The need for process in education is emphasized by the SCANS (Achieving Necessary Skills) report. Based on information gathered from businesses and industries across the country, the SCANS determined that process-oriented foundations and competencies are essential for success in the workforce.

- A. **Communication Skills (C)** *How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?*

### **Standards Connections**

**Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2**

## **Performance Objectives and Supporting Competencies for Communication Skills**

### **Communication Skills Performance Objective 1**

#### **C.1 Demonstrate communication skills that contribute to positive relationships.**

##### **Communication Skills Objective 1 Supporting Competencies**

- C.1.1 Examine the roles and functions of communications in family, school, work, and community settings.
- C.1.2 Examine communication styles and their effects on relationships.
- C.1.3 Describe types of communication and characteristics of effective communication.
  - Verbal
  - Nonverbal
- C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- C.1.5 Distinguish between hearing and listening.
- C.1.6 Demonstrate effective (active) listening and feedback techniques.
- C.1.7

**B. Leadership Skills (L)** *How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?*

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

## **Performance Objectives and Supporting Competencies for Leadership Skills**

### **Leadership Skills Performance Objective 1**

#### **L.1 Demon**

**C. Management Skills (M)** *How can I develop effective management skills in order to achieve goals for self, family, school, work, and community?*

**Standards Connections**

Management Skills support the NYS Family and Consumer Sciences Learning Standards 2 A Safe and Healthy Environment, 3 Resource Management and NYS Career Development and Occupational Studies Learning Standards 1 Career Development, 2 Integrated Learning, and 3a Universal Foundation Skills.

**Rationale**

Management process skills are used to carry out actions in order to meet individual, family, school, work, and community needs. They include goal setting, planning, implementing, evaluating, problem solving, and decision making. Management involves determining the goals that can be realistically accomplished; planning the steps to take and resources to use; carrying out the plan in an efficient and cost effective way; and evaluating the implementation process and the result. Students in Home and Career Skills classes practice managing resources such as time, talent, energy, and money, in order achieve goals for self, family, school, work, and community.

**Key Ideas**

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

## **Performance Objectives and Supporting Competencies for Management Skills**

### **Management Skills Performance Objective 1**

**M.1 Explain the importance of effective management of resources in a variety of relevant life situations.**

#### **Management Skills Objective 1 Supporting Competencies**

M.1.1 Explain *management* as it relates to personal, family, and work life.

M.1.2 Compare ways in which different people make different choices in the same situation.

### **Management Skills Performance Objective 2**

**M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).**

#### **Management Skills Objective 2 Supporting Competencies**

M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

### **Management Skills Performance Objective 3**

**M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.**

#### **Management Skills Objective 3 Supporting Competencies**

M.3.1 Define *needs, wants, values, goals, and standards*.

M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.

M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

### **Management Skills Performance Objective 4**

**M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.**

#### **Management Skills Objective 4 Supporting Competencies**

- M.4.1 Define *resources*
- M.4.2 Classify human, economic, and environmental resources.
- M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
- M.4.4 Describe several ways to substitute or increase resources by combining them.
- M.4.5 Give examples and demonstrate how resources have credibility, change over the





**D. Thinking Skills (T)** *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

### **Standards Connections**

**Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 Integrated Learning, and 3a Universal Foundation Skills.**

### **Rationale**

Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New

## **Thinking Skills Objective 1 Supporting Competencies**

- T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
- T.1.2 Describe creative thinking skills.
- T.1.3 Describe critical thinking skills.
- T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.