



Scope and Sequence

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Cluster:	Human Services
Course Name:	§130.244 Interpersonal Studies (One-Half to One Credit)
Course Description:	<p>(1) This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.</p> <p>(2) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p>
Course Requirements:	This course is recommended for students in grades 10-12. Recommended prerequisite: Principles of Human Services.
Recommended Equipment	It is recommended that students have access to computers and the Internet for extended learning opportunities.

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
I. Personal Development			
A. Personal growth B. Self concept C. Character traits	(1) The student evaluates factors related to personal development.	(A) investigate factors that affect personal identity, personality, and self- esteem (B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs (C) propose strategies that promote physical, emotional, intellectual, and social development	<ul style="list-style-type: none"> • CL – Ch. 1 • FT – Ch. 2 • IFLCC • IFLTIG • SFS – Ch. 2 • Family, Career and Community Leaders of America www.fcclainc.org • Kids Health www.kidshealth.org • National Association for Self Esteem www.self-esteem-nase.org • National Mental Health Information Center www.store.samhsa.gov/hom
II. Decision Making			
A. Personal priorities B. Making decisions C. Decisions affecting your health	(2) The student determines short-term and long-term implications of personal decisions.	(A) summarize the decision-making process (B) discuss consequences and responsibilities of decisions (C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole	<ul style="list-style-type: none"> • CL – Ch. 5, 7 • FT – Ch. 9 • IFLCC • IFLTIG • SFS – Ch. 4 • Family, Career and Community Leaders of America www.fcclainc.org

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III. Transition Into Adulthood			
A. Adult lifestyle options B. Lifestyle consequences	(3) The student analyzes considerations related to the transition to independent adulthood.	(A) analyze adjustments related to achieving independence (B) explore responsibilities of living as an independent adult	<ul style="list-style-type: none"> • CL – Ch. 9 • FT – Ch. 21 • IFLCC • IFLTIG • SFS – Ch. 5-7 • Consumer Jungle www.consumerjungle.org
IV. Relationship Development and the Family			
A. Developing relationships B. Friendship dating patterns C. Communicating socially	(4) The student analyzes the family's role in relationship development.	(A) examine the development of relationships (B) investigate the family's role in fostering the abilities of its members to develop healthy relationships (C) analyze effects of cultural patterns on family relationships	<ul style="list-style-type: none"> • CL – Ch.11 • FT – Ch. 8 • IFLCC • IFLTIG • SFS – Ch. 7 • ABC's of a Healthy Relationship www.pamf.org/teen/abc • Break the Cycle www.breakthecycle.org • Choose Respect www.chooserespect.org • Love is Respect www.loveisrespect.org

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V. Relationship Development Beyond the Family			
A. Friends B. Peers C. Community and world D. Society	(5) The student analyzes relationship development outside the family.	(A) explore ways to promote positive friendships (B) assess the influence of peers on the individual (C) determine appropriate responses to authority figures (D) propose ways to promote an appreciation of diversity	<ul style="list-style-type: none"> • CL – Ch. 3, 4 • FT – Unit 5 • IFLCC • IFLTIG • SFS – Ch. 1 • ABC's of a Healthy Relationship www.pamf.org/teen/abc • Center for Young Women's Health www.youngwomenshealth.org • Help guide www.helpguide.org • National Mental Health Information Center www.store.samhsa.gov/home
VI. Marital Success			
A. Engagement and marriage B. Components of a successful marriage C. Problem solving and communication	(6) The student determines factors related to marital success.	(A) discuss functions and roles of dating (B) analyze components of a successful marriage (C) examine communication skills and behaviors that strengthen marriage	<ul style="list-style-type: none"> • CL – Ch.12-14 • FT – Unit 8 • IFLCC • IFLTIG • SFS – Units 2, 3 • Family, Career and Community Leaders of America www.fcclainc.org • Administration for Children and Families www.acf.hhs.gov/healthymarriage/index.html • Help Guide www.helpguide.org • National Healthy Marriage Resource Center www.healthymarriageinfo.org • Texas Healthy Marriage and Relationship Initiative www.texashmri.org/index.html

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VII. Dynamic Family Life Cycle			
<p>A. Family life today</p> <p>B. Changing family dynamics</p> <p>C. Family functions in varying cultures</p> <p>D. Characteristics of strong families</p> <p>E. The Family Life Cycle</p> <p>F. Family structures</p>	(7) The student determines methods that promote an effective family unit.	<p>(A) describe diverse family structures</p> <p>(B) identify the function of individuals within the family</p> <p>(C) compare functions of families in various cultures</p> <p>(D) predict the effects of societal, demographic, and economic trends on individuals and the family</p> <p>(E) determine procedures for meeting individual and family needs through resource management</p> <p>(F) explain how technology influences family functions and relationships</p> <p>(G) determine the impact of effective family functioning on community and society</p>	<ul style="list-style-type: none"> • CL – Ch. 15 • FT – Unit 5 • IFLCC • IFLTIG • SFS – Ch. 16, 18 • Administration for Children and Families www.acf.hhs.gov/healthymarriage/index.html • Families and Work Institute www.familiesandwork.org • Help Guide www.helpguide.org

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	(8) The student determines how changes occurring throughout the family life cycle impact individuals and families.	(A) describe the stages of the family life cycle	
		(B) examine roles and responsibilities of individuals and family members throughout the family life cycle	
		(C) analyze financial considerations related to the family life cycle	
		(D) predict the effects of technological advances on families throughout the family life cycle	
		(E) formulate a plan for effective management of technology on families through the family life cycle	

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XIII. Analyzing Family Crises			
A. Dealing with family crises B. Resources to help withstand family crises C. Coping with crises D. Types of crises	(9) The student analyzes types of needs and crises experienced by individuals and families.	(A) categorize types of crises and their effect on individuals and families (B) determine strategies for prevention and management of individual and family problems and crises (C) identify resources and support systems that provide assistance to families in crisis (D) assess management strategies and technology available to meet special needs of family members (E) summarize laws and public policies related to the family	<ul style="list-style-type: none"> • CL – Ch.21 • FT – Ch. 14, 15 • IFLCC • IFLTIG • SFS – Ch. 17 • Administration for Children and Families www.acf.hhs.gov/healthymarriage/index.html • Families and Work Institute www.familiesandwork.org • Help Guide www.helpguide.org • Texas Department of Family and Protective Service www.tdfps.state.tx.us • Family, Career and Community Leaders of America - TEXAS www.texasfccla.org
IX. Stress Management			
A. Coping with stress B. Health and wellness resources C. Preventative health practices D. Other aspects of health	(10) The student determines stress-management techniques effective for individuals and families.	(A) describe the impact of stress on individuals and relationships (B) identify factors contributing to stress (C) practice creative techniques for managing stress (D) implement positive strategies for dealing with change	<ul style="list-style-type: none"> • CL – Ch. 7 • FT – Ch. 12 • IFLCC • IFLTIG • SFS – Ch. 3, 17

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X. Careers in Counseling and Mental Health Services			
<p>A. Decisions concerning your future career</p> <p>B. Deciding on a career</p> <p>C. Decisions about your education</p>	<p>(11) The student determines opportunities and preparation requirements for careers in counseling and mental health services.</p>	<p>(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in the field of counseling and mental health services</p> <p>(B) determine how interests, abilities, and personal priorities affect career choice</p> <p>(C) propose short-term and long-term career goals</p> <p>(D) determine ethical practices in the workplace</p>	<ul style="list-style-type: none"> • CL – Ch.10 • FT – Ch. 6, 16 • SFS – Ch. 5 • American Counseling Association www.counseling.org/CareerCenter/ • Americas Career InfoNet www.acinet.org/acinet • American Music Therapy Association www.musictherapy.org/career_ind.html • Achieve Texas www.achievetexas.org • Career Key www.careerkey.org • Career Zone www.nycareerzone.org • Ethics Resource Center www.ethics.org • Labor Market and Career Information www.lmci.state.tx.us • National Research Center for Career & Technical Education www.nccte.org • O*Net Online www.online.onecenter.org • PsycCareers www.apa.org/careers/psyccareers/ • Psychology Career Page www.uni.edu/walsh/linda1.html • Family, Career and Community Leaders of America - TEXAS www.texasfccla.org • Texas Occupation & Skill Computer Assisted Researcher www.ioscar.org/tx • U.S. Department of Labor - Occupational Outlook Handbook www.bls.gov/oco

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XI. Employability Skills			
<p>A. Developing workplace skills</p> <p>B. Strategies for job success</p>	(12) The student exhibits employability skills.	<p>(A) practice effective verbal, nonverbal, written, and electronic communication skills</p> <p>(B) analyze the influence of cultural background on patterns of communication</p> <p>(C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership</p> <p>(E) use leadership and team member skills in problem solving situations</p>	<ul style="list-style-type: none"> • CL – Ch. 10 • FT – Ch. 6, 16 • IFLCC • IFLTIG • SFS – Ch. 5 • Family, Career and Community Leaders of America - TEXAS www.texasfccla.org
XII. Management Practices of Individuals			
<p>A. Types of family and work relationships</p> <p>B. Employment trends</p> <p>C. Realities of the workplace</p> <p>D. Techniques for managing family and work</p>	(13) The student analyzes management practices facilitating individuals assuming multiple family, community, and wage-earner roles.	<p>(A) determine the impact of career choice on family life</p> <p>(B) describe the effect of family life on workplace productivity</p> <p>(C) determine employment practices and trends that support families</p> <p>(D) explain how technology impacts career options and family roles</p>	<ul style="list-style-type: none"> • CL – Ch. 20 • FT – Ch. 10, 11, 29 • IFLCC • IFLTIG • SFS – Unit 7

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
References: Books			
CL	Contemporary Living, Goodheart-Willcox, 2004		ISBN:1566379512
FT	Families Today, Glencoe/McGraw-Hill Division, 2004		ISBN: 78298407
IFLCC	2004,		ISBN: 1569186693
IFLTIG	Individual and Family Life Teacher's Instructional Guide, Curriculum		www.depts.ttu.edu/hs/ccfcs
SFS	Strengthening Family and Self, Goodheart-Willcox, 2004		ISBN: 1590701224
References: Websites			
American Association for Marriage and Family Therapy	www.aamft.org		
ABC's of a Healthy Relationship	www.pamf.org/teen/abc		
American Counseling Association	www.counseling.org/CareerCenter		
Administration for Children and Families	www.acf.hhs.gov/healthymarriage/index.html		
America's Career Infonet	www.acinet.org/acinet/		
American Music Therapy Association	www.musictherapy.org/career_ind.html		
Achieve Texas	www.achievetexas.org		
Break the Cycle	www.breakthecycle.org		
Career Key	www.careerkey.org/		
Career Zone	www.nycareerzone.org		
Consumer Jungle	www.consumerjungle.org		
Choose Respect	www.chooserespect.org		
Center for Young Women's Health	www.youngwomenshealth.org/healthy_relat.html		
Explore Health Careers	www.explorehealthcareers.org/en/Career.122.aspx		
Ethics Resource Center	www.ethics.org		
Family, Career and Community Leaders of America	www.fcclainc.org		
Families and Work Institute	www.familiesandwork.org		
Help guide	www.helpguide.org/		
Job Star	www.jobstar.org		
Kids Health- Self-Esteem	www.kidshealth.org		
Labor Market and Career Information	www.lmci.state.tx.us		

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Love is Respect	www.loveisrespect.org		
National Association for Self Esteem	www.self-esteem-nase.org		
National Healthy Marriage Resource Center	www.healthymarriageinfo.org/		
National Mental Health Information Center	www.mentalhealth.samhsa.gov		
National Research Center for Career & Technical Education	www.nccte.org		
O*Net Online	www.online.onetcenter.org		
PsycCareers	www.psycareers.apa.org		
Psychology Career Page	www.uni.edu/walsh/linda1.html		
Texas Department of Family and Protective Service	www.dfps.state.tx.us/		
Texas Family, Career and Community Leaders of America	www.texasfccla.org		
Texas Healthy Marriage and Relationship Initiative	www.texashmri.org/index.html		
Texas Occupation & Skill Computer Assisted Researcher	www.ioscar.org/tx		
U.S. Department of Labor - Occupational Outlook Handbook	www.bls.gov/oco		