



Scope and Sequence

TEA does not endorse any of the external products, vendors, consultants, or documentation referenced in this document. Any mention of vendors, products, or services is for informational purposes only.

Cluster:	Human Services
Course Name:	§130.242 Principles of Human Services (One-Half to One Credit)
Course Description:	<p>(1) This laboratory course will enable students to investigate careers in the human services career cluster including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.</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 9-12. Students must have access to computers, access to foods laboratory facilities, tools and equipment for basic apparel maintenance, and access to professionals in each pathway within human services.
Recommended Equipment:	Students must have access to computers, access to foods laboratory facilities, tools and equipment for basic apparel maintenance, and access to professionals in each pathway within human services.

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
I. Personal Characteristics for Success			
<p>A. Decision-making process</p> <ol style="list-style-type: none"> 1. Ways to make decisions 2. Wants and needs 3. Values - influences on 4. Priorities <p>B. Characteristics of maturity</p> <p>C. Long-term and short-term goals</p> <p>D. Management</p> <ol style="list-style-type: none"> 1. Management process and techniques 2. Personal energy techniques <p>E. Types of conflict and negotiation</p> <ol style="list-style-type: none"> 1. Family, peers, coworkers, authority figures 2. Negative and positive methods of conflict resolution 3. Negotiation techniques <p>F. Effects of wellness</p> <ol style="list-style-type: none"> 1. Health risk resources 2. Substance abuse 	<p>(1) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers.</p>	<p>(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities</p> <p>(B) establish measurable short- and long-term goals for personal and professional life</p> <p>(C) describe personal management skills needed for productivity such as time and energy</p> <p>(D) practice ethical and appropriate methods of conflict resolution</p> <p>(E) analyze the significance of grooming and appearance in personal and professional settings</p> <p>(F) assess the relationship of wellness to achievement</p> <p>(G) determine personal and occupational implications of substance abuse</p> <p>(H) evaluate appearance in personal and professional settings</p>	<ul style="list-style-type: none"> • PFDCC • PFDTIG • SPFL • TT • 4-H www.4-h.org • Congressional Youth Leadership Council www.cylc.org • Family, Career and Community Leaders of America www.fcclainc.org • National Youth Leadership Council www.nylc.org • Centers for Disease Control and Prevention www.cdc.gov/ncbddd/child • Kids Health www.kidshealth.org • National Institute on Drug Abuse www.nida.nih.gov/NIDAHome.html • National Institute on Drug Abuse for Teens www.teens.drugabuse.gov/index.php

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
G. Grooming habits and effects 1. How grooming affects appearance in personal and professional life 2. Appropriate appearance for different occasions		(I) apply clothing selection, maintenance, and repair skills to enhance career opportunities	<ul style="list-style-type: none"> • PFDCC • PFDTIG • SPFL • TT • Americas Career InfoNet www.acinet.org/acinet • Apparel Net www.apparel.net • Apparel News www.apparelnews.net • Career Key www.careerkey.org • Consumers Union www.consumersunion.org • Fashion www.fashion.org • Family, Career and Community Leaders of America www.fcclainc.org • Fashion Group International www.newyork.fgi.org • Labor Market and Career Information www.lmci.state.tx.us • National Research Center for Career and Technical Education www.nccte.org • O*Net Online www.onetonline.org • Office of Textiles and Apparel www.otexa.ita.doc.gov • SkillsUSA www.skillsusatx.org • Texas Department of Licensing and Regulation www.license.state.tx.us/cosmet/cosmet.htm • Texas Occupation and Skill Computer Assisted Researcher www.ioscar.org/tx • U.S. Department of Labor - Occupation Outlook Handbook www.bls.gov/oco
H. Factors that affect clothing choices 1. Wardrobe planning 2. Judging and recognizing quality clothing	(1) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers.	(J) practice leadership skills	
3. Clothing care 4. Budgeting for apparel 5. Clothing repair and maintenance 6. Principles and elements of design	(2) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services.	(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	
7. Fashion terms I. Introduction to CTSOs 1. Opportunities for leadership 2. Qualities of leaders 3. Types of leaders 4. Qualities of members 5. Importance of teamwork	(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services.	(H) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	
	(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services.	(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests	
J. Researching jobs of personal interest 1. Requirements 2. Resumes/ job applications 3. Interviewing and follow up 4. Entrepreneurial opportunities	(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services.	(I) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests	
	(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services.	(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests	

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II. Consumer Services			
<p>A. Basics of budgeting</p> <ol style="list-style-type: none"> 1. Factors in saving 2. Types of income <p>B. Impact of technology on consumers</p> <ol style="list-style-type: none"> 1. Debit and credit cards 2. Online checking and management <p>C. Making shopping decisions</p> <ol style="list-style-type: none"> 1. The role of advertising 2. Where and when to shop <p>D. Consumer rights and responsibilities</p> <ol style="list-style-type: none"> 1. Consumer laws 2. The importance of warranties and return policies 3. Writing a complaint letter <p>E. Careers available:</p> <ol style="list-style-type: none"> 1. Entry level, technical, professional 2. Direction of future trends 	<p>(2) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services.</p>	<p>(A) apply the decision-making process in planning the allocation and use of finances</p> <p>(B) employ technology to manage resources</p> <p>(C) analyze consumer buying techniques that promote effective use of resources</p> <p>(D) investigate sustainable techniques for managing resources</p> <p>(E) describe rewards, demands, and future trends in consumer services careers</p>	<ul style="list-style-type: none"> • PFDCC • PFDTIG • SPFL • TT • Achieve Texas www.achievetexas.org • Career Clusters www.careerclusters.org • Consumer Federation of America www.consumerfed.org • Consumers Union www.consumersunion.org • Consumer World www.consumerworld.org • Federal Citizen Information Center www.pueblo.gsa.gov • Federal Deposit Insurance Corporation - Money Smart for Young Adults www.fdic.gov/consumers/consumer/moneysmart/young.html • Family Economics and Financial Education www.fefe.arizona.edu • Federal Trade Commission www.ftc.gov • Hands On Banking Program www.handsonbanking.org/en • Jump \$tart www.jumpstart.org • Labor Market and Career Information www.lmci.state.tx.us • National Consumers League www.nclnet.org • National Endowment for Financial Education: High School Financial Planning Program www.hsfpp.nefe.org/home • O*Net Online www.onetonline.org • Small Business Administration www.sba.gov

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III. Counseling and Mental Health			
<p>A. Types of crises</p> <ol style="list-style-type: none"> 1. Stages of the family life cycle 2. Skills and resources for handling crisis 3. Effects of various crises <p>B. Effective management of multiple roles</p> <ol style="list-style-type: none"> 1. Healthy mental functioning 2. Ways to cope with stress and depression 3. Warning signs of depression <p>C. Types of domestic violence</p> <ol style="list-style-type: none"> 1. Events that can lead to violence 2. Skills and resources to handle domestic violence <p>D. Careers available</p> <ol style="list-style-type: none"> 1. Entry level, technical, professional 2. Direction of future trends 	<p>(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services.</p>	<p>(A) determine types of crises</p> <p>(D) determine crises typical of various stages of the life cycle</p> <p>(C) determine effects of crisis on individuals and families</p> <p>(B) determine appropriate responses, management strategies, and technology available to meet individual and family needs</p> <p>(E) identify the contributing factors and describe the impact of stress on individuals and relationships</p> <p>(F) investigate causes, prevention, and treatment of domestic and relationship violence</p> <p>(G) describe rewards, demands, and future trends in counseling and mental health services</p>	<ul style="list-style-type: none"> • PFDTIG • SPFL • TT • American Counseling Association www.counseling.org/CareerCenter • American Music Therapy Association www.musictherapy.org/career_ind.html • Americas Career InfoNet www.acinet.org/acinet • Child Abuse Prevention Network www.child.cornell.edu • Explore Health Careers www.explorehealthcareers.org/en/Career/122/Art_Therapist • Labor Market and Career Information www.lmci.state.tx.us • National Research Center for Career and Technical Education www.nccte.org • O*Net Online www.onetonline.org • Psychology Career Page www.uni.edu/walsh/linda1.html • Stress Management www.helpguide.org/mental/stress_management_relief_coping.htm • Texas Council on Family Violence www.tcfv.org • Texas Department of Family and Protective Services www.dfps.state.tx.us • Family, Career and Community Leaders of America - TEXAS www.texasfccla.org • Texas Occupation and Skill Computer Assisted Researcher www.ioscar.org/tx

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IV. Early Childhood Development			
<p>A. Basic needs of children</p> <ol style="list-style-type: none"> 1. Physical needs 2. Emotional needs 3. Social needs 4. Intellectual needs <p>B. Responsible care giving</p> <ol style="list-style-type: none"> 1. Characteristics of caregivers 2. Responsibilities of caregivers 3. Resources for caregivers <p>C. Parenting styles</p> <p>D. Developmentally appropriate guidance techniques</p> <p>E. Child Abuse</p> <ol style="list-style-type: none"> 1. Types of child abuse 2. Events that can lead to child abuse 3. Skills and resources available to address child abuse <p>F. Careers in early childhood development and services, including entry level, technical, and professional</p> <p>G. Future trends in early childhood development and services</p>	<p>(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services.</p>	<p>(A) identify the basic needs of children</p> <p>(B) analyze the responsibilities of caregivers for promoting the safety and development of children</p> <p>(C) evaluate developmentally appropriate guidance techniques for children</p> <p>(E) describe rewards, demands, and future trends in early childhood development and services</p>	<ul style="list-style-type: none"> • PFDTIG • SPFL • TT • American Academy of Pediatrics www.aap.org • Achieve Texas www.achievetexas.org • Centers for Disease Control and Prevention www.cdc.gov/ncbddd/child • National Association for the Education of Young Children www.naeyc.org • Nutrition www.nutrition.gov • O*Net Online www.onetonline.org • Prevent Child Abuse America www.preventchildabuse.org/index.shtml • Texas Council on Family Violence www.tcfv.org • Texas Department of Family and Protective Services www.dfps.state.tx.us • U.S. Department of Labor - Occupation Outlook Handbook www.bls.gov/oco • Zero to Three www.zerotothree.org

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V. Family and Community Services			
<p>A. Family functioning</p> <ol style="list-style-type: none"> 1. Basic functions of the family 2. Roles and responsibilities of family members 3. Factors that influence family responsibilities <p>B. Community involvement</p> <ol style="list-style-type: none"> 1. Importance 2. Opportunities <p>C. Nutrition over the life span</p> <ol style="list-style-type: none"> 1. Dietary needs at different stages 2. Relation to health, wellness, and disease 3. Food groups 4. Factors that affect food choices <p>D. Food preparation and service</p> <ol style="list-style-type: none"> 1. Food safety and sanitation 2. Measurements and equipment 3. Basic food preparation 4. Table setting and etiquette <p>E. Food labels and consumer purchasing</p> <p>F. Careers in family and community services</p>	<p>(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services.</p>	<p>(A) identify the basic functions of the family, including roles and responsibilities</p> <p>(C) analyze the multiple roles and responsibilities assumed by individuals within the family</p> <p>(B) investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members</p> <p>(D) investigate community service opportunities</p> <p>(F) explain the impact of nutrition on development, wellness, and productivity over the life span</p> <p>(H) analyze dietary practices across the life span</p> <p>(G) prepare nutritious snacks or meals that contribute to wellness and productivity through the life span</p>	<ul style="list-style-type: none"> • PFDTIG • SPFL • TT • American Dietetic Association www.eatright.org • American Heart Association www.americanheart.org • Achieve Texas www.achievetexas.org • Career Clusters www.careerclusters.org • Centers for Disease Control and Prevention www.cdc.gov/ncbddd/child • Food and Drug Administration www.fda.gov • Institute of Food Technologists www.ift.org • My Pyramid www.mypyramid.gov • Nutrition www.nutrition.gov • O*Net Online www.onetonline.org • Texas Occupation and Skill Computer Assisted Researcher www.ioscar.org/tx • U.S. Department of Agriculture www.usda.gov/wps/portal/usda/usdahome • U.S. Department of Labor - Occupation Outlook Handbook www.bls.gov/oco • What's Cooking America - Food Storage Chart www.whatscookingamerica.net/Information/FreezerChart.htm

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G. Future trends in family and community services		(E) describe rewards, demands, and future trends in family and community services	
VI. Personal Care Services			
<p>A. Life skills needed for success</p> <ol style="list-style-type: none"> 1. Communication skills 2. Professional image <p>B. TDLR laws, rules, and regulations</p> <p>C. Cosmetology career effectiveness</p> <ol style="list-style-type: none"> 1. Customer service 2. Clerical development 3. Front desk salon operator 4. Bookkeeping strategies 5. Salon management <p>D. Marketing and public relations</p> <ol style="list-style-type: none"> 1. Public speaking 2. Salon demographic exploration 3. Project; oral presentations 4. Leadership projections <p>E. Salon fundamentals</p> <p>F. Employment opportunities in personal care services</p> <p>G. Future trends in personal care services</p>	6) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services.	<p>(A) explore new and emerging technologies that may affect personal care services</p> <p>(B) investigate the specific state requirements for licensure in personal care services</p> <p>(C) create records, including electronic, of client services to retrieve personal care client information</p> <p>(D) examine different types of media to achieve maximum impact on targeted client populations</p> <p>(E) describe rewards, demands, and future trends in personal care services</p> <p>(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests</p>	<ul style="list-style-type: none"> • PFDCC • PFDTIG • TT • Achieve Texas www.achievetexas.org • Career Clusters www.careerclusters.org • National Cosmetology Association www.probeauty.org/nca • Occupational Safety & Health Administration www.osha.gov

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Resources: Books			
PFDC	Personal and Family Development Curriculum Caddy, CEV Multimedia,		ISBN: 1569186596
PFDTIG	Personal and Family Development Teacher's Instructional Guide,		www.depts.ttu.edu/hs/ccfcs
SPFL	Skills for Personal and Family Living, Goodheart-Willcox Company, 200		ISBN: 1590701003
TT	Today's Teen, Glencoe/McGraw-Hill Division, 2004		ISBN: 0078463696
Resources: Websites			
4-H		www.4-h.org	
American Academy of Pediatrics		www.aap.org	
American Counseling Association		www.counseling.org/CareerCenter	
America's Career Infonet		www.acinet.org/acinet	
American Dietetic Association		www.eatright.org	
American Heart Association		www.americanheart.org	
American Music Therapy Association		www.musictherapy.org/career_ind.html	
Apparel Net		www.apparel.net	
Apparel News.net		www.apparelnews.net	
Achieve Texas		www.achievetexas.org	
Child Abuse Prevention Network		www.child.cornell.edu	
Career Clusters		www.careerclusters.org	
Centers for Disease Control and Prevention		www.cdc.gov/ncbddd/child/	
The Cutting Edge Apparel Business Guide (Cornell University)		www.instruct1.cit.cornell.edu/courses/cuttingedge/index2.html	
Consumer Federation of America		www.consumerfed.org	
Career Key		www.careerkey.org	
Consumers Union		www.consumersunion.org	
Consumer World		www.consumerworld.org	
Congressional Youth Leadership Council		www.cylc.org	
Explore Health Careers		www.explorehealthcareers.org/en/Career.122.aspx	
Fashion		www.fashion.org	
Family, Career and Community Leaders of America		www.fcclainc.org	
Federal Citizen Information Center		www.pueblo.gsa.gov	

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Food & Drug Administration	www.fda.gov		
Federal Deposit Insurance Corporation - Money Smart for Young Adults	www.fdic.gov/consumers/consumer/moneysmart/young.html		
Family Economics and Financial Education	www.fefe.arizona.edu		
Fashion Group International	www.newyork.fgi.org		
Federal Trade Commission	www.ftc.gov		
Hands On Banking Program	www.handsonbanking.org/en		
Institute of Food Technologists	www.ift.org/cms		
Jump Start	www.jumpstart.org		
Kids Health	www.kidshealth.org		
Labor Market and Career Information	www.lmci.state.tx.us		
My Pyramid	www.mypyramid.gov		
Nutrition.gov	www.nutrition.gov		
National Association for the Education of Young Children	www.naeyc.org		
National Consumers League	www.nclnet.org		
National Cosmetology Association	www.ncacares.org		
National Endowment for Financial Education: High School Financial Planning Program	www.hsfpp.nefe.org/home		
National Institute on Drug Abuse	www.nida.nih.gov/NIDAHome.html		
National Institute on Drug Abuse for Teens	www.teens.drugabuse.gov/index		
National Research Center for Career and Technical Education	www.nccte.org		
National Youth Leadership Council	www.nylc.org		
O*Net Online	www.online.onetcenter.org		
Occupational Safety & Health Administration	www.osha.gov		
Office of Textiles and Apparel	www.otexa.ita.doc.gov		
Prevent Child Abuse America	www.preventchildabuse.org/index.shtml		

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Psychology Career Page	www.uni.edu/walsh/linda1.html		
Small Business Administration	www.sba.gov		
Stress Management	www.helpguide.org/mental/stress_management_relief_coping.htm		
SkillsUSA	www.skillsusatx.org		
Texas Council on Family Violence	www.tcfv.org		
Texas Department of Family and Protective Services	www.dfps.state.tx.us		
Texas Department of Licensing and Regulation	www.license.state.tx.us		
Family, Career and Community Leaders of America - TEXAS	www.texasfcla.org		
Texas Occupation and Skill Computer Assisted Researcher	www.ioscar.org/tx		
Texas Workforce Commission	www.twc.state.tx.us		
U.S. Department of Agriculture	www.usda.gov/wps/portal		
U.S. Bureau of Labor and Statistics	www.bls.gov		
U.S. Department of Labor - Occupational Outlook Handbook	www.bls.gov/oco		
What's Cooking America - Food Storage Chart	www.whatscookingamerica.net/Information/FreezerChart.htm		
Zero to Three	www.zerotothree.org		