This lesson will provide you with a brief overview of this course.
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Has anyone ever heard of Career and Technical Education?
Have students brainstorm: What do you think it is?
Allow a student to read the definitions for Career and Technical Education. Provide students with an index card and have them write a definition for CTE in their own words. Share responses.

If you choose to further explore the topic of Career and Technical Education, please see About CTE Presentation [http://cte.unt.edu/home/about.html](http://cte.unt.edu/home/about.html)
Career and Technical Education (CTE)

Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.

Allow student a few moments to read the information on the slide and on the back of their index card write down all unfamiliar terms.

Lead a brief class discussion on the contents of the slide. Define and provide examples of all unfamiliar terms. Inform students of CTE venues available in your district, your campus and your program.
CAREER AND TECHNICAL EDUCATION

Historical Side Notes:
In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:
Family and Consumer Sciences (program area) courses are now located in five career clusters:
- Architecture and Construction (Interior Design courses)
- Arts, AV Technology and Communication (Fashion Design courses)
- Hospitality and Tourism
- Human Services

Arts, AV Technology and Communication (Fashion Design courses) and Architecture and Construction (Interior Design courses) cluster information can be found at http://cte.unt.edu/
You are currently enrolled in the course Interpersonal Studies.
Interpersonal Studies is a CTE course.
You are a CTE student.
I am a CTE instructor.
A copy of this document can be found in the Attachments section of this lesson.

The 16 clusters identified by the U.S. Department of Education, classify workforce preparation programs that are obtained through career and technical education.

What cluster do you think Interpersonal Studies falls under? Have students read the descriptors for each cluster.
Interpersonal Studies is in the Human Services Clusters.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Interpersonal Studies is in the Human Services Cluster.
The Texas Education Agency has approved 12 high school courses in Human Services. Not all high schools offer all courses.

What is meant by coherent sequence? The goal of CTE in high school is to progress through a sequence of courses that lead to the attainment of academic and technical skills. Discuss the sequence of Human Services on your campus/district.

If applicable, discuss other Human Services courses/sequences offered at your campus and in your district.

Inform students that it is possible to incorporate courses from other sequences or clusters into their personal program of study.
Example:
Sandra wants to someday own a hair salon. In addition to her cosmetology courses, she asks her counselor to enroll her in the course DOLLARS and SENSE (another Human Services course) so that she can learn about handling finances.

In the future, Juan would like to work in a salon and eventually provide for a family of his own. In addition to his cosmetology courses, Juan asks his counselor to enroll him in CHILD DEVELOPMENT, so he can learn as much as he can about children.

Encourage students to speak to their counselors.
Recommended sequences for all cluster courses can be found at:
http://www.tea.state.tx.us/index2.aspx?id=5415
Review the sequence available for your course.

If time permits, allow students to determine the sequences available for other CTE courses on their campus/district.
Each cluster has various Programs of Study. We have already established that Interpersonal Studies is in the Human Services career cluster. What Program of Study do you think it follows?
Yes, Interpersonal Studies is in the Human Services Cluster and is categorized under the **Consumer Services, Early Childhood Development & Services, Counseling and Mental Health Services and Family & Community Services** Programs of Study. Have students brainstorm how Interpersonal Studies can be applied to the other Programs of Study.
Career and Technical Education (CTE)

Career Cluster: Human Services

Course Title: Interpersonal Studies

Programs of Study:
- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services

Career Description: Providing for families and serving human needs

Labeled diagram
Review the contents of this chart with the students, helping them make a connection between the cluster, selected program of study and possible career/occupations available to them.

This chart and frames for all career clusters can be found at:

http://www.careertech.org/career-clusters/resources/career-frames.html
Click on logo to link to AchieveTexas Human Services component.
Possible Program of Study
Preschool Teacher
LOTS OF OPTIONS are available to you.
SAMPLE BACHELOR DEGREES

- Child Development
- Early Childhood Education
- Family & Consumer Sciences
- Human Development & Family Studies
Graduate Degrees

- Administration
- Child Development
- Early Childhood Education
- Educational Administration
- Elementary Education
SAMPLE CAREER OPTIONS

- Teaching Assistant
- Child Care Administrator
- Child Care Director/Owner
- Child Care Supervisor
- Special Education Specialist
Provide students with a brief definition and explanation of the Texas Essential Knowledge and Skills (TEKS). 
TEKS - the state standards for what students should know and be able to do
Differentiate between the Knowledge and Skills Statement and the Student Expectations.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
INTERPERSONAL STUDIES

(1) The student evaluates factors related to personal development. The student is expected to:
(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; and
(C) propose strategies that promote physical, emotional, intellectual, and social development.

Provide students with a copy of the course TEKS. Inform students that they will be referring to this document throughout the school year. Stress that all TEKS listed will be addressed. Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
(TEKS)
INTERPERSONAL STUDIES

(3) The student determines short-term and long-term implications of personal decisions. The student is expected to:
(A) summarize the decision-making process;
(B) discuss consequences and responsibilities of decisions; and
(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
(TEKS)
INTERPERSONAL STUDIES

(3) The student analyzes considerations related to the transition to independent adulthood. The student is expected to:
(A) analyze adjustments related to achieving independence; and
(B) explore responsibilities of living as an independent adult.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
INTERPERSONAL STUDIES

(4) The student analyzes the family’s role in relationship development. The student is expected to:
(A) examine the development of relationships;
(B) investigate the family’s role in fostering the abilities of its members to develop healthy relationships; and
(C) analyze effects of cultural patterns on family relationships.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
INTERPERSONAL STUDIES

(5) The student analyzes relationship development outside the family. The student is expected to:
(A) explore ways to promote positive friendships;
(B) assess the influence of peers on the individual;
(C) determine appropriate responses to authority figures; and
(D) propose ways to promote an appreciation of diversity.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
INTERPERSONAL STUDIES

The student determines factors related to marital success. The student is expected to:
(A) discuss functions and roles of dating;
(B) analyze components of a successful marriage; and
(C) examine communication skills and behaviors that strengthen marriage.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
INTERPERSONAL STUDIES

(7) The student determines methods that promote an effective family unit. The student is expected to:
(A) describe diverse family structures;
(B) identify the function of individuals within the family;
(C) compare functions of families in various cultures;
(D) predict the effects of societal, demographic, and economic trends on individuals and the family;
(E) determine procedures for meeting individual and family needs through resource management;
(F) explain how technology influences family functions and relationships; and
(G) determine the impact of effective family functioning on community and society.

Provide students with sample course activities that correspond to the TEKS.
(8) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:

(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; and

(E) formulate a plan for effective management of technology on families throughout the family life cycle.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

INTERPERSONAL STUDIES

(9) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:
(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; and
(E) summarize laws and public policies related to the family.

Provide students with sample course activities that correspond to the TEKS.
Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)  
INTERPERSONAL STUDIES

(11) The student determines opportunities and preparation requirements for careers in counseling and mental health services. The student is expected to:
(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in the field of counseling and mental health services;
(B) determine how interests, abilities, and personal priorities affect career choice; and
(C) propose short-term and long-term career goals.

Provide students with sample course activities that correspond to the TEKS.
Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
INTERPERSONAL STUDIES

(13) The student analyzes management practices facilitating individuals assuming multiple family, community, and wage-earner roles. The student is expected to:
(A) determine the impact of career choice on family life;
(B) describe the effect of family life on workplace productivity;
(C) determine employment practices and trends that support families; and
(D) explain how technology impacts career options and family roles.

Provide students with sample course activities that correspond to the TEKS.
End of Course Project Options – Interpersonal Studies instructional lesson can be found on the SIRDC website. Title on slide is hyperlinked to slide presentation for said lesson.
Any questions, comments or concerns?
Instruct students to create their interpretation of the information on this slide. It may be used as the coversheet for their class binder, folder or journal. Students may draw or use a computer to complete the task. See Independent Practice on lesson.
Criteria used for assessment of project:
Must include all five components
Creativity
Neatness
Spelling and Grammar
REFERENCES AND RESOURCES

AchieveTexas
Education initiative designed to prepare students for a lifetime of success.
http://www.achievetexas.org

Learning that Works for America™
Sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
http://www.careertech.org/career-clusters/glance/at-a-glance.html

Texas Education Agency
Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html