



**Goodheart-Willcox Correlation of
 Principles of Human Services ©2018
 to Oklahoma Standards for Career Tech / Family & Consumer Science
 Course: Principles of Human Services – Grades 9-12**

Standard	Correlating Textbook Pages
The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
apply interpersonal communication skills in business and industry settings	Narrative: 56, 2nd paragraph; 126, Communication Skills Activity: 351, #34; 66, Reading Recall #1; 78, #26
explain the value of collaboration within the workplace	Narrative: 73, Collaboration and Leadership Skills; 231, 2nd and 3rd full paragraphs Activity: 74, Reading Recall #1; 29, #33
recognize the value of collaboration within the workplace	Narrative: 73, Collaboration and Leadership Skills; 231, 2nd and 3rd full paragraphs Activity: 74, Reading Recall #1 29, #33; 327, Lend a Hand
examine the importance of time management to succeed in the workforce	Narrative: 98-100, Time Management; 129, Time Management Skills Activity: 74, Reading Recall #1; 99, Role-Play Ways to Meet Deadlines; 105, Reading Recall #3; 109, #33
identify work ethics/professionalism in a job setting	Narrative: 91-94, Be Ethical; 364, 2nd full paragraph Activity: 96, Reading Recall #7; 108, #28
develop problem-solving skills	Narrative: 68-70, Problem-Solving Skills; 128, Problem-Solving Skills Activity: 130, Reading Recall #4; p 228, #25; 299, #34
develop critical-thinking skills	Narrative: 69, Partial paragraph, top of page, last sentence; 370, Developing Critical Thinking Skills Activity: 77-78, #15-22; 370, Essay Writing Activity; 382, #33
The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	
explain responsible decision making consistent with personal needs	Narrative: 66-68, Decision-Making Skills; 127, Decision-Making Skills Activity: 68, Reading Recall #3; 77, #6-7; 78, #28



explain responsible decision making consistent with personal wants	Narrative: 66-68, Decision-Making Skills, starting with 2nd paragraph; 127, Decision-Making Skills Activity: 68, Reading Recall #3; 77, #6-7; 78, #28
explain responsible decision making consistent with personal values	Narrative: 66-68, Decision-Making Skills, starting with 2nd paragraph; 127, Decision-Making Skills Activity: 68, Reading Recall #3; 77, #6-7; 78, #28
explain responsible decision making consistent with personal priorities	Narrative: 66-68, Decision-Making Skills, starting with 2nd paragraph; 127, Decision-Making Skills Activity: 68, Reading Recall #3; 77, #6-7; 78, #28
practice responsible decision making consistent with personal needs	Narrative: 66-68, Decision-Making Skills, starting with 2nd paragraph; 127, Decision-Making Skills Activity: 78, #28; 137-138, #20; 228, #27
practice responsible decision making consistent with personal wants	Narrative: 66-68, Decision-Making Skills, starting with 2nd paragraph; 127, Decision-Making Skills Activity: 78, #28; 137-138, #20; 228, #27
practice responsible decision making consistent with personal values	Narrative: 66-68, Decision-Making Skills, starting with 2nd paragraph; 127, Decision-Making Skills Activity: 78, #28; 137-138, #20; 228, #27
practice responsible decision making consistent with personal priorities	Narrative: 66-68, Decision-Making Skills, starting with 2nd paragraph; 127, Decision-Making Skills Activity: 78, #28; 137-138, #20; 228, #27
develop measurable short-term goals for personal life	Narrative: 69, Setting and Implementing Goals; 132-133, Life Goals Activity: 77, #8; 78, #29; 138, #21
develop measurable short-term goals for professional life	Narrative: 69, Setting and Implementing Goals; 70, Figure 3.7; 157-159, Developing a Career Plan Activity: 77-78, #19; 163, #20
develop measurable long-term goals for personal life	Narrative: 69, Setting and Implementing Goals; 132-133, Life Goals Activity: 77, #8; 78, #29; 138, #21
develop measurable long-term goals for professional life	Narrative: 69, Setting and Implementing Goals; 70, Figure 3.7; 157-159, Developing a Career Plan Activity: 77-78, #19; 163, #20



demonstrate personal-management skills needed for productivity	Narrative: 82-87, Promote Good Personal Health Habits; 99, Manage Time and Increase Productivity Activity: 99, Role-Play Ways to Meet Deadlines; p. 109, #33; 194, #34
practice ethical methods of conflict resolution	Narrative: 70-73, Conflict Resolution Skills; 91, Be Ethical, 1st paragraph, last sentence; 128, Conflict Resolution Skills and Figure 5.11 Activity: 79, #35; 109, #32
practice appropriate methods of conflict resolution	Narrative: 70-73, Conflict Resolution Skills; 91, Be Ethical, 1st paragraph, last sentence; 128, Conflict Resolution Skills and Figure 5.11 Activity: 79, #35; 109, #32
investigate the significance of grooming in personal settings	Narrative: 83, Maintain a Neat Appearance Activity: 107, #16; 107, #17
investigate the significance of grooming in professional settings	Narrative: 83, Maintain a Neat Appearance Activity: 87, Reading Recall #2; 107, #18
investigate the significance of appearance in personal settings	Narrative: 83-84, Maintain a Neat Appearance Activity: 107, #16; 107, #17; 462, #28
investigate the significance of appearance in professional settings	Narrative: 83-84, Maintain a Neat Appearance Activity: 87, Reading Recall #2; 107, #18; 462, #28
investigate the significance of appropriate apparel selection in personal settings	Narrative: 83-84, Apparel Selection Activity: 107, #16; 107-108, #19; 462, #28
investigate the significance of appropriate apparel selection in professional settings	Narrative: 83-84, Apparel Selection Activity: 107-108, #19; 108, #23; 108, #24; p. 462, #28
analyze the relationship of wellness to personal productivity	Narrative: 82, Promote Good Personal Health Habits; 96-97, Keep Life in Balance; 414, 1st paragraph, last sentence Activity: 414, Writing a One-Week Meal Plan; p. 425, #15
analyze the relationship of wellness to professional productivity	Narrative: 82, Promote Good Personal Health Habits; 96-97, Keep Life in Balance Activity: 102, Case Study, right-hand column; p. 139, #33; 425, #15
determine personal implications of substance abuse	Narrative: 85-87, Avoid Health Hazards; 244-245, Addiction Activity: 87, Reading Recall #5; 108, #26; 108, #27
determine professional implications of substance abuse	Narrative: 85-87, Avoid Health Hazards; 244-245, Addiction Activity: 87, Reading Recall #5; 108, #27; 261, #34



demonstrate apparel maintenance skills that enhance appearance in personal settings	Narrative: 448-450, Caring for Clothing Activity: 462, #28; 463, #32
demonstrate apparel maintenance skills that enhance appearance in professional settings	Narrative: 448-450, Caring for Clothing Activity: 462, #28; 463, #32
demonstrate apparel repair skills that enhance appearance in personal settings	Narrative: 454, Making Simple Repairs; 455, Figure 15.21 Activity: 462, #28; 463, #33
demonstrate apparel repair skills that enhance appearance in professional settings	Narrative: 454, Making Simple Repairs; 455, Figure 15.21 Activity: 462, #28; 463, #33
practice leadership skills such as participation in career and technical student organizations	Narrative: 73-74, Collaboration and Leadership Skills; 129, Leadership Skills Activity: 79, #33; 78, #21; 138, #28
demonstrate effective communication skills	Narrative: 56-66, Communication Skills Activity: 77, #16; 78, #23; 78, #26; 108, #29
The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:	
apply the decision-making process in planning the allocation of finances	Narrative: 66-68, Decision-Making Skills; 127, Decision-Making Skills; 216-218, Budgeting Activity: 78, #28; 228, #27
apply the decision-making process in planning the use of finances	Narrative: 212-216, Understanding Consumer Buying Techniques; 216-218, Budgeting Activity: 78, #28; 228, #23; 228, #27
use technology to manage resources	Narrative: 100, 1st bullet; 219-221, Banking Electronically Activity: 138, #29; 194, #34; 228, #27
examine sustainable consumer buying techniques that promote effective use of resources	Narrative: 212, 1st full paragraph; 214-215, Identifying Sustainable Products Activity: 227, #20; 229, #32; 229, #34
describe rewards in consumer service careers	Narrative: 224, Rewards, Demands, and Future Trends Activity: 224, Reading Recall #1, bottom of page
describe demands in consumer service careers	Narrative: 224, Rewards, Demands, and Future Trends Activity: 224, Reading Recall #1, bottom of page
describe future trends in consumer service careers	Narrative: 224, Rewards, Demands, and Future Trends; 225, Figure 8.20 Activity: 224, Reading Recall #2, bottom of page
identify employment opportunities in the areas of personal interest	Narrative: 200-206, Careers in Consumer Services; 225, Figure 8.20 Activity: 227, #15



identify entrepreneurial opportunities in the areas of personal interest	Narrative: 357, Figure 13.2; 358-359, Consumer Services Activity: 363, Reading Recall #5; 381, #19
identify preparation requirements in the areas of personal interest	Narrative: 207-208, Common Aptitudes, Attitudes, and Skills; 208-209, Education, Training, and Experience Activity: 210, Reading Recall #2; 210, Reading Recall #3; 227, #6
The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	
identify types of crises	Narrative: 242-254, Recognizing Family-Life Crises Activity: 254, Reading Recall #3; 260, #24
determine appropriate responses, management strategies, and available technology to meet individual and family needs	
determine appropriate responses to meet individual needs	Narrative: 40-44, What Every Human Needs; 44-49, How People Meet Their Needs Activity: 51, #9; 51, #20; 52, #27
determine appropriate responses to meet family needs	Narrative: 40-44, What Every Human Needs; 44-49, How People Meet Their Needs Activity: 52, #29; 52, #31; 259, #19
determine management strategies to meet individual needs	Narrative: 40-44, What Every Human Needs; 44-49, How People Meet Their Needs Activity: 51, #9; 51, #20; 52, #27
determine management strategies to meet family needs	Narrative: 40-44, What Every Human Needs; 44-49, How People Meet Their Needs Activity: 52, #29; 52, #31; 259, #19
determine available technology to meet individual needs	Narrative: 219-221, Banking Electronically; 316-318, Finding Community Resources for Clients; 317, Identifying Community Resources, 2nd and 3rd paragraphs Activity: 52, #27; 326, #31
determine available technology to meet family needs	Narrative: 219-221, Banking Electronically; 316-318, Finding Community Resources for Clients; 317, Identifying Community Resources, 2nd and 3rd paragraphs Activity: 326, #31
determine effects of crisis on individuals	Narrative: 242-254, Recognizing Family-Life Crises Activity: 52, #22; 259, #17; 260, #21; 260, #29
determine effects of crisis on families	Narrative: 242-254, Recognizing Family-Life Crises Activity: 259, #17; 259, #18; 259, #19; 260, #24



predict crises typical of various stages of the life cycle	Narrative: 239-242, Understanding the Individual and Family Life Cycles; 242-254, Recognizing Family-Life Crises Activity: 259, #6; 259, #17; 259, #18
identify the contributing factors of stress	Narrative: 100-103, Manage Stress; 242, Recognizing Family-Life Crises Activity: 105, Reading Recall #4; 108, #31; 259, #18
identify how [the contributing factors of stress] impact individuals	Narrative: 100-103, Manage Stress; 242, Recognizing Family-Life Crises Activity: 102, For Discussion #3 and #4; 105, Reading Recall #5
identify how [the contributing factors of stress] impact relationships	Narrative: 100-103, Manage Stress; 102, Case Study: Coping and Hoping; 242, Recognizing Family-Life Crises Activity: 105, Reading Recall #5; 108, #31
investigate causes of domestic violence	Narrative: 246-247, Causes Activity: 260, #20; 260, #28
investigate prevention of domestic violence	Narrative 247, Prevention Activity: 260, #26; 260, #28
investigate treatment of domestic violence	Narrative: 247-248, Treatment Activity: 259, #8; 260, #28
describe rewards in counseling services	Narrative: 255, Rewards, Demands, and Future Trends, 1st paragraph Activity: 260, #22
describe rewards in mental health services	Narrative: 255, Rewards, Demands, and Future Trends, 1st paragraph Activity: 260, #22
describe demands in counseling services	Narrative: 255, Rewards, Demands, and Future Trends, 1st paragraph Activity: 260, #22
(iv) describe demands in mental health services	Narrative: 255, Rewards, Demands, and Future Trends, 1st paragraph Activity: 260, #22
describe future trends in counseling services	Narrative: 256, Last paragraph; 257, Figure 9.20; Activity: 256, Reading Recall #3
describe future trends in mental health services	Narrative: 256, Last paragraph; 257, Figure 9.20 Activity: 256, Reading Recall #3
identify employment opportunities in the areas of personal interest	Narrative: 232-236, Careers in Counseling and Mental Health Services; 257, Figure 9.20 Activity: 259, #15
identify entrepreneurial opportunities in the areas of personal interest	Narrative: 357, Figure 13.2; 359-360, Counseling and Mental Health Services Activity: 363, Reading Recall #5; 381, #19



identify preparation requirements in the areas of personal interest	Narrative: 237, Common Aptitudes, Attitudes, and Skills; 237-238, Education, Training, and Experience Activity: 239, Reading Recall #1-3; 259, #5; p. 261, #33
The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	
identify the basic needs of children	Narrative: 40-44, What Every Human Needs; 275, Beginning with 4th sentence; 277, 2nd full paragraph, last sentence Activity: 44, Reading Recall #1-2; 297, #16
analyze the responsibilities of caregivers for promoting the safety of children	Narrative: 41, Safety and Security, 1st paragraph; 285-288, Creating a Safe Environment; 292, Reporting Activity: 297, #11; 298, #29-31
analyze the responsibilities of caregivers for promoting the development of children	Narrative: 273-279, Recognizing Developmental Milestones; 279-280, Providing Developmentally Appropriate Activities; 280, Figure 10.14 Activity: 298, #18
determine developmentally appropriate guidance techniques for children	Narrative: 284-285, Guidance Strategies; 285, Figure 10.19 Activity: 298, #27; 298, #28
investigate causes of child abuse	Narrative: 289-290, Causes Activity: 298, #21; 298, #30
investigate preventions of child abuse	Narrative: 291-292, Prevention Activity: 298, #31
investigate treatment of child abuse	Narrative: 292-293, Treatment Activity: 298, #22
describe rewards in early childhood development	Narrative: 294, Rewards, Demands, and Future Trends, 1st and 2nd paragraphs Activity: 295, Reading Recall #1
describe rewards in early childhood services	Narrative: 294, Rewards, Demands, and Future Trends, 1st and 2nd paragraphs Activity: 295, Reading Recall #1
describe demands in early childhood development	Narrative: 294-295, Rewards, Demands, and Future Trends, 3rd paragraph on 294 Activity: 295, Reading Recall #2
describe demands in early childhood services	Narrative: 294-295, Rewards, Demands, and Future Trends, 3rd paragraph on 294 Activity: 295, Reading Recall #2
describe future trends in early childhood development	Narrative: 295, Second full paragraph; 295, Figure 10.26 Activity: 297, #12



describe future trends in early childhood services	Narrative: 295, Second full paragraph; 295, Figure 10.26 Activity: 297, #12
identify employment opportunities in the areas of personal interest	Narrative: 265-270, Careers in Early Childhood Development and Services; 295, Figure 10.26 Activity: 298-299, #33
identify entrepreneurial opportunities in the areas of personal interest	Narrative: 357, Figure 13.2 360-361, Early Childhood Development and Services Activity: 363, Reading Recall #5 381, #19
identify preparation requirements in the areas of personal interest	Narrative: 270-271, Common Aptitudes, Attitudes, and Skills; 272, Education, Training, and Experience Activity: 272, Reading Recall #2; 298-299, #33
The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	
identify the basic functions of the family, including roles	Narrative: 314, Family Functions Activity: 321, Reading Recall #1; 326, #27; p. 326, #28; 326, #29
identify the basic functions of the family, including responsibilities	Narrative: 314, Family Functions, 2nd paragraph Activity: 321, Reading Recall #1; 326, #27; p. 326, #28; 326, #29
investigate societal factors affecting the responsibilities of family members	Narrative: 315, Societal Factors Activity: 321, Reading Recall #2; 326, #30
investigate cultural factors affecting the responsibilities of family members	Narrative: 315, Cultural Factors Activity: 321, Reading Recall #2; 326, #30
investigate demographic factors affecting the responsibilities of family members	Narrative: 315, Demographic Factors Activity: 321, Reading Recall #2; 326, #30
investigate economic factors affecting the responsibilities of family members	Narrative: 315, Economic Factors Activity: 321, Reading Recall #2; 326, #30
analyze the multiple roles assumed by individuals within the family	Narrative: 314, Family Functions Activity: 325, #10; 326, #27; 326, #28
analyze the multiple responsibilities assumed by individuals within the family	Narrative: 314, Family Functions Activity: 326, #27; 326, #28
investigate community service opportunities	Narrative: 79, Volunteering and Learning, 1st-4th paragraphs; 306-308, Coordinators and Directors; 327, Civic Engagement: What Does It Mean?, left- hand column Activity: 79, Volunteering and Learning #1-2; p. 327, Civic Engagement: What Does It Mean? #1-3
analyze dietary practices across the life span	Narrative: 399-409, Eating Healthy Across the Life Cycle Activity: 425, #15; 425, #16



explain the impact of nutrition on development over the life span	Narrative: 399-409, Eating Healthy Across the Life Cycle Activity: 425, #15; 425, #16
explain the impact of nutrition on wellness over the life span	Narrative: 399-409, Eating Healthy Across the Life Cycle Activity: 425, #15; 425, #16
explain the impact of nutrition on productivity over the life span	Narrative: 413, Preparing Healthy Meals, 3rd sentence; 414, Planning Healthy Meals, 1st paragraph Activity: 414, Writing a One-Week Meal Plan; p. 425, #15
prepare nutritious snacks or meals that contribute to wellness through the life span	Narrative: 404, Figure 14.14; 413-420, Preparing Healthy Meals; 414, Planning Healthy Meals Activity: 414, Writing a One-Week Meal Plan; p. 426, #27
prepare nutritious snacks or meals that contribute to productivity through the life span	Narrative: 404, Figure 14.14; 413-420, Preparing Healthy Meals; 414, Planning Healthy Meals Activity: 414, Writing a One-Week Meal Plan; p. 426, #27
describe rewards in family services	Narrative: 321, Rewards, Demands, and Future Trends, 1st paragraph Activity: 323, Reading Recall #1; Activity 325, #12
describe rewards in community services	Narrative: 321, Rewards, Demands, and Future Trends Activity: 323, Reading Recall #1; 325, #12
describe demands in family services	Narrative: 321-322, Rewards, Demands, and Future Trends Activity: 323, Reading Recall #1
describe demands in community services	Narrative: 321-322, Rewards, Demands, and Future Trends Activity: 323, Reading Recall #1
describe future trends in family services	Narrative: 322, Last paragraph; 323, Figure 11.14 Activity: 323, Reading Recall #2; 326, #22
describe future trends in community services	Narrative: 322, Last paragraph; 323, Figure 11.14 Activity: 323, Reading Recall #2; 326, #22
identify employment opportunities in the areas of personal interest	Narrative: 323, Figure 11.14; 302-308, Careers in Family and Community Services Activity: 308, Reading Recall #1; 308, Reading Recall #3; 326, #21
identify entrepreneurial opportunities in the areas of personal interest	Narrative: 357, Figure 13.2; 361, Family and Community Services Activity: 363, Reading Recall #5; 381, #19



identify preparation requirements in the areas of personal interest	Narrative: 308-309, Common Aptitudes, Attitudes, and Skills; 310-311, Education, Training, and Experience Activity: 311, Reading Recall #2; 325, #6; 326, #21
The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	
describe factors influencing apparel selection	Narrative: 442, Identifying Factors That Influence Apparel Selection; 442-448, Selecting Clothing Across the Life Cycle Activity: 461, #7; 462, #28; 462, #30
analyze apparel selection practices that accommodate personal needs, including age	Narrative: 442-448, Selecting Clothing Across the Life Cycle Activity: 457, Reading Recall #1; 457, Reading Recall #2; 461, #8
analyze apparel selection practices that accommodate personal needs, including lifestyle	Narrative: 442, Identifying Factors That Influence Apparel Selection; 442-448, Selecting Clothing Across the Life Cycle Activity: 461, #7; 462, #28
analyze apparel selection practices that accommodate personal needs, including special needs	Narrative: 448, People with Special Needs Activity: 457, Reading Recall #2; 462, #30
analyze apparel selection practices that accommodate personal needs, including career	Narrative: 445-446, Young Adults; 447, Planning a Professional Wardrobe on a Budget Activity: 447, Planning Your First Professional Wardrobe; 462, #28
interpret information on apparel care labels	Narrative: 448, Caring for Clothing, 2nd paragraph; 449, Figure 15.17; 450, Beginning with first full sentence Activity: 461, #18; 462-463, #31-32
use information on apparel care labels	Narrative: 448, Caring for Clothing, 2nd paragraph; 449, Figure 15.17; 450, Beginning with first full sentence Activity: 462-463, #31; 463, #32
demonstrate safety practices when using apparel construction tools	Narrative: 453-454, Safety Practices Activity: 457, Reading Recall #5; 461, #11; 463, #33
demonstrate safety practices when using apparel construction equipment	Narrative: 451, Construction Equipment, last two sentences; 453-454, Safety Practices Activity: 457, Reading Recall #5; 461, #11; 463, #33
demonstrate safety practices when caring for apparel construction tools	Narrative: 453-454, Safety Practices Activity: 461, #11; 463, #33



demonstrate safety practices when caring for apparel construction equipment	Narrative: 453-454, Safety Practices Activity: 461, #11; Activity: 463, #33
demonstrate simple clothing repair techniques	Narrative: 454, Making Simple Repairs; 455, Figure 15.21 Activity: 463, #33
demonstrate simple clothing alteration techniques	Narrative: 454, Making Simple Alterations; 456-457, Figure 15.22 Activity: 457, Reading Recall #5; 463, #33
describe rewards in fashion design	Narrative: 457-458, Rewards, Demands, and Future Trends Activity: 461, #12
describe demands in fashion design	Narrative: 457-458, Rewards, Demands, and Future Trends Activity: 461, #12
describe future trends in fashion design	Narrative: 458, Last paragraph; 459, Figure 15.24 Activity: 458, Reading Recall #2; 461, #19; 463, #34
identify employment opportunities in the areas of personal interest	Narrative: 430-439, Clothing Related Career Opportunities; 459, Figure 15.24 Activity: 439, Reading Recall #1; 461, #1
identify entrepreneurial opportunities in the areas of personal interest	Narrative: 438-439, Entrepreneurial Opportunities Activity: 439, Reading Recall #8
identify preparation requirements in the areas of personal interest	Narrative: 439-440, Common Aptitudes, Attitudes, and Skills; 440-441, Education, Training, and Experience Activity: 441, Reading Recall #2; 441, Reading Recall #3; 462, #27
The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	
describe priorities that influence interior design decisions	Narrative: 476-478, Meeting Needs Through Housing; 478, 2nd full paragraph; 491, Identifying Factors That Influence Interior Design Trends Activity: 492, Reading Recall #5; 495, #18-19
describe needs that influence interior design decisions	Narrative: 476-478, Meeting Needs Through Housing; 478, 2nd full paragraph Activity: 495, #7; 495, #18-19; 496, #30
identify the elements of design used in interiors	Narrative: 483-489, Using the Elements of Design; 486, Designing Small Spaces Activity: 486, Redesigning a Small Space; 495, #9
identify the principles of design used in interiors	Narrative: 489-491, Using the Principles of Design Activity: 495, #9; Activity: 496, #21



describe safe use of interior furnishings	Narrative: 479-482, Care of Surfaces and Appliances Activity: 495-496, #20; 496, #24
describe safe use of interior equipment	Narrative: 479, Care of Housing Systems; 479-482, Care of Surfaces and Appliances Activity: 496, #24
describe safe care of interior furnishings	Narrative: 479-482, Care of Surfaces and Appliances Activity: 495-496, #20; 496, #24
describe safe care of interior equipment	Narrative: 479, Care of Housing Systems; 479-482, Care of Surfaces and Appliances Activity: 496, #24
identify maintenance practices that affect interiors	Narrative: 483, Schedules for Cleaning and Maintenance; 483, Figure 16.13 Activity: 496, #24
identify safety practices that affect interiors	Narrative: 478-483, Keeping the Home Clean and Safe Activity: 495, #8; 495-496, #20; 496, #24
discuss cultural factors that influence interior design trends	Narrative: 491, Identifying Factors That Influence Interior Design Trends Activity: 492, Reading Recall #4; 495, #11
discuss demographic factors that influence interior design trends	Narrative: 491, Identifying Factors That Influence Interior Design Trends Activity: 492, Reading Recall #4; 495, #11
discuss societal factors that influence interior design trends	Narrative: 491, Identifying Factors That Influence Interior Design Trends Activity: 492, Reading Recall #4; 495, #11
discuss economic factors that influence interior design trends	Narrative: 491-492, Identifying Factors That Influence Interior Design Trends Activity: 492, Reading Recall #4; 495, #11
describe rewards in interior design	Narrative: 492, Last paragraph Activity: 492, Reading Recall #1; 496, #22
describe demands in interior design	Narrative: 492, Rewards, Demands, and Future Trends, 1st paragraph Activity: 495, #12; 496, #22
describe future trends in interior design	Narrative: 492, Last paragraph; 493, Figure 16.21 Activity: 492, Reading Recall #2, bottom of page; 496, #29
identify employment opportunities in the areas of personal interest	Narrative: 467-473, Housing Related Career Opportunities; 493, Figure 16.21 Activity: 495, #15; 496, #29
identify entrepreneurial opportunities in the areas of personal interest	Narrative: 473, Entrepreneurial Opportunities Activity: 495, #3; 495, #15



identify preparation requirements in the areas of personal interest	Narrative: 473-474, Common Aptitudes, Attitudes, and Skills; 474-476, Education, Training, and Experience Activity: 476, Reading Recall #1; 495, #15; 496, #29
The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	
explore new technologies that may affect personal care services	Narrative: 341-343, Using Technology to Provide Good Personal Care Services Activity: 346, Reading Recall #3; 350, #31; 351, #33
explore emerging technologies that may affect personal care services	Narrative: 341-343, Using Technology to Provide Good Personal Care Services Activity: 346, Reading Recall #3; 350, #31; 351, #33
investigate the specific state requirements for licensure in personal care services	Narrative: 335-336, Education, Training, and Experience Activity: 336, Reading Recall #1; 350, #29
create records, including electronic records, of client services to retrieve personal care client information	Narrative: 65, Using Technology in Human Services; 339-341, Creating and Protecting Client Records Activity: 77, #17; 349, #9; 350, #30
examine different types of media to achieve maximum impact on targeted client populations	Narrative: 214, Figure 8.11; 343, First full paragraph; 372, The Market Analysis; 375-376, The Marketing and Sales Strategies Activity: 382, #30
describe rewards in personal care services	Narrative: 346, Rewards, Demands, and Future Trends, 1st paragraph Activity: 347, Reading Recall #1
describe demands in personal care services	Narrative: 346, Rewards, Demands, and Future Trends, 2nd paragraph Activity: 347, Reading Recall #2
describe future trends in personal care services	Narrative: 346-347, Rewards, Demands, and Future Trends, 3rd paragraph; 347, Figure 12.12 Activity: 347, Reading Recall #3; 347, Reading Recall #4
identify employment opportunities in the areas of personal interest	Narrative: 330-334, Careers in Personal Care Services; 347, Figure 12.12 Activity: 334, Reading Recall #1; 350, #25
identify entrepreneurial opportunities in the areas of personal interest	Narrative: 357, Figure 13.2; 362-363, Personal Care Services Activity: 363, Reading Recall #5; 381, #19