



# Goodheart-Willcox Publisher

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| Goodheart-Willcox Publisher<br>Correlation of <i>PRINCIPLES OF HUMAN SERVICES</i> ©2018<br>to the Texas Essential Knowledge and Skills (TEKS)<br>Course: Principles of Human Services (MLC 9880) |  |  |
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| STANDARD   |  | CORRELATING PAGES  |
| Standard (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  |  |  |
| (A) (i)  | apply interpersonal communication skills in business and industry settings                                     | Narrative: p. 56, 2nd paragraph; p. 126, Communication Skills<br>Activity: p. 351, #34; p. 66, Reading Recall #1; p. 78, #26   |
| (B)  | explain and recognize the value of collaboration within the workplace  |  |
|  | (i)  | explain the value of collaboration within the workplace<br>Narrative: p. 73, Collaboration and Leadership Skills; p. 231, 2nd and 3rd full paragraphs<br>Activity: p. 74, Reading Recall #1; p. 29, #33                        |
|  | (ii)   | recognize the value of collaboration within the workplace<br>Narrative: p. 73, Collaboration and Leadership Skills; p. 231, 2nd and 3rd full paragraphs<br>Activity: p. 74, Reading Recall #1; p. 29, #33; p. 327, Lend a Hand |
| (C) (i)  | examine the importance of time management to succeed in the workforce  | Narrative: p. 98-100, Time Management; p. 129, Time Management Skills<br>Activity: p. 74, Reading Recall #1; p. 99, Role-Play Ways to Meet Deadlines; p. 105, Reading Recall #3; p. 109, #33                                   |
| (D) (i)  | identify work ethics/professionalism in a job setting  | Narrative: p. 91-94, Be Ethical; p. 364, 2nd full paragraph<br>Activity: p. 96, Reading Recall #7; p. 108, #28   |
| (E)  | develop problem-solving and critical-thinking skills   |  |
|  | (i)  | develop problem-solving skills<br>Narrative: p. 68-70, Problem-Solving Skills; p. 128, Problem-Solving Skills<br>Activity: p. 130, Reading Recall #4; p. 228, #25; 299, #34  |
|  | (ii)   | develop critical-thinking skills<br>Narrative: p. 69, Partial paragraph, top of page, last sentence; p. 370, Developing Critical Thinking Skills<br>Activity: p. 77-78, #15-22; p. 370, Essay Writing<br>Activity; p. 382, #33 |
| Standard (2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:   |  |  |
| (A)  | explain and practice responsible decision making consistent with personal needs, wants, values, and priorities |  |
|  | (i)  | explain responsible decision making consistent with personal needs<br>Narrative: p. 66-68, Decision-Making Skills; p. 127, Decision-Making Skills<br>Activity: p. 68, Reading Recall #3; p. 77, #6-7; p. 78, #28               |

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|         | (ii)   | explain responsible decision making consistent with personal wants       | Narrative: p. 66-68, Decision-Making Skills, starting with 2nd paragraph; p. 127, Decision-Making Skills Activity: p. 68, Reading Recall #3; p. 77, #6-7; p. 78, #28               |
|         | (iii)  | explain responsible decision making consistent with personal values      | Narrative: p. 66-68, Decision-Making Skills, starting with 2nd paragraph; p. 127, Decision-Making Skills Activity: p. 68, Reading Recall #3; p. 77, #6-7; p. 78, #28               |
|         | (iv)   | explain responsible decision making consistent with personal priorities  | Narrative: p. 66-68, Decision-Making Skills, starting with 2nd paragraph; p. 127, Decision-Making Skills Activity: p. 68, Reading Recall #3; p. 77, #6-7; p. 78, #28               |
|         | (v)  | practice responsible decision making consistent with personal needs      | Narrative: p. 66-68, Decision-Making Skills, starting with 2nd paragraph; p. 127, Decision-Making Skills Activity: p. 78, #28; p. 137-138, #20; p. 228, #27                        |
|         | (vi)   | practice responsible decision making consistent with personal wants      | Narrative: p. 66-68, Decision-Making Skills, starting with 2nd paragraph; p. 127, Decision-Making Skills Activity: p. 78, #28; p. 137-138, #20; p. 228, #27                        |
|         | (vii)  | practice responsible decision making consistent with personal values     | Narrative: p. 66-68, Decision-Making Skills, starting with 2nd paragraph; p. 127, Decision-Making Skills Activity: p. 78, #28; p. 137-138, #20; p. 228, #27                        |
|         | (viii)   | practice responsible decision making consistent with personal priorities | Narrative: p. 66-68, Decision-Making Skills, starting with 2nd paragraph; p. 127, Decision-Making Skills Activity: p. 78, #28; p. 137-138, #20; p. 228, #27                        |
|         | (B) develop measurable short- and long-term goals for personal and professional life |  |  |
|         | (i)  | develop measurable short-term goals for personal life                    | Narrative: p. 69, Setting and Implementing Goals; p. 132-133, Life Goals Activity: p. 77, #8; p. 78, #29; p. 138, #21  |
|         | (ii)   | develop measurable short-term goals for professional life                | Narrative: p. 69, Setting and Implementing Goals; p. 70, Figure 3.7; p. 157-159, Developing a Career Plan Activity: p. 77-78, #19; p. 163, #20                                     |
|         | (iii)  | develop measurable long-term goals for personal life                     | Narrative: p. 69, Setting and Implementing Goals; p. 132-133, Life Goals Activity: p. 77, #8; p. 78, #29; p. 138, #21  |
|         | (iv)   | develop measurable long-term goals for professional life                 | Narrative: p. 69, Setting and Implementing Goals; p. 70, Figure 3.7; p. 157-159, Developing a Career Plan Activity: p. 77-78, #19; p. 163, #20                                     |
| (C) (i) |  | demonstrate personal-management skills needed for productivity           | Narrative: p. 82-87, Promote Good Personal Health Habits; p. 99, Manage Time and Increase Productivity Activity: p. 99, Role-Play Ways to Meet Deadlines; p. 109, #33; p. 194, #34 |

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| (D) | practice ethical and appropriate methods of conflict resolution   |   |
|     | (i)   | practice ethical methods of conflict resolution<br>Narrative: p. 70-73, Conflict Resolution Skills; p. 91, Be Ethical, 1st paragraph, last sentence; p. 128, Conflict Resolution Skills and Figure 5.11<br>Activity: p. 79, #35; p. 109, #32                |
|     | (ii)  | practice appropriate methods of conflict resolution<br>Narrative: p. 70-73, Conflict Resolution Skills; p. 91, Be Ethical, 1st paragraph, last sentence; p. 128, Conflict Resolution Skills and Figure 5.11<br>Activity: p. 79, #35; p. 109, #32            |
| (E) | investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings |   |
|     | (i)   | investigate the significance of grooming in personal settings<br>Narrative: p. 83, Maintain a Neat Appearance<br>Activity: p. 107, #16; p. 107, #17   |
|     | (ii)  | investigate the significance of grooming in professional settings<br>Narrative: p. 83, Maintain a Neat Appearance<br>Activity: p. 87, Reading Recall #2; p. 107, #18  |
|     | (iii)   | investigate the significance of appearance in personal settings<br>Narrative: p. 83-84, Maintain a Neat Appearance<br>Activity: p. 107, #16; p. 107, #17; p. 462, #28   |
|     | (iv)  | investigate the significance of appearance in professional settings<br>Narrative: p. 83-84, Maintain a Neat Appearance<br>Activity: p. 87, Reading Recall #2; p. 107, #18; p. 462, #28  |
|     | (v)   | investigate the significance of appropriate apparel selection in personal settings<br>Narrative: p. 83-84, Apparel Selection<br>Activity: p. 107, #16; p. 107-108, #19; p. 462, #28   |
|     | (vi)  | investigate the significance of appropriate apparel selection in professional settings<br>Narrative: p. 83-84, Apparel Selection<br>Activity: p. 107-108, #19; p. 108, #23; p. 108, #24; p. 462, #28  |
| (F) | analyze the relationship of wellness to personal and professional productivity  |   |
|     | (i)   | analyze the relationship of wellness to personal productivity<br>Narrative: p. 82, Promote Good Personal Health Habits; p. 96-97, Keep Life in Balance; p. 414, 1st paragraph, last sentence<br>Activity: p. 414, Writing a One-Week Meal Plan; p. 425, #15 |
|     | (ii)  | analyze the relationship of wellness to professional productivity<br>Narrative: p. 82, Promote Good Personal Health Habits; p. 96-97, Keep Life in Balance<br>Activity: p. 102, Case Study, right-hand column; p. 139, #33; p. 425, #15                     |
| (G) | determine personal and professional implications of substance abuse   |   |
|     | (i)   | determine personal implications of substance abuse<br>Narrative: p. 85-87, Avoid Health Hazards; p. 244-245, Addiction<br>Activity: p. 87, Reading Recall #5; p. 108, #26; p. 108, #27  |
|     | (ii)  | determine professional implications of substance abuse<br>Narrative: p. 85-87, Avoid Health Hazards; p. 244-245, Addiction<br>Activity: p. 87, Reading Recall #5; p. 108, #27; p. 261, #34  |

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| (H)   | demonstrate apparel maintenance and repair skills that enhance appearance in personal and professional settings |   |  |
|   | (i)   | demonstrate apparel maintenance skills that enhance appearance in personal settings     | Narrative: p. 448-450, Caring for Clothing<br>Activity: p. 462, #28; p. 463, #32   |
|   | (ii)  | demonstrate apparel maintenance skills that enhance appearance in professional settings | Narrative: p. 448-450, Caring for Clothing<br>Activity: p. 462, #28; p. 463, #32   |
|   | (iii)   | demonstrate apparel repair skills that enhance appearance in personal settings          | Narrative: p. 454, Making Simple Repairs; p. 455, Figure 15.21<br>Activity: p. 462, #28; p. 463, #33                                     |
|   | (iv)  | demonstrate apparel repair skills that enhance appearance in professional settings      | Narrative: p. 454, Making Simple Repairs; p. 455, Figure 15.21<br>Activity: p. 462, #28; p. 463, #33                                     |
| (I) (i)   | practice leadership skills such as participation in career and technical student organizations                  |   | Narrative: p. 73-74, Collaboration and Leadership Skills; p. 129, Leadership Skills<br>Activity: p. 79, #33; p. 78, #21; p. 138, #28     |
| (J) (i)   | demonstrate effective communication skills  |   | Narrative: p. 56-66, Communication Skills<br>Activity: 77, #16; p. 78, #23; p. 78, #26; p. 108, #29                                      |
| Standard (3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to: |   |   |  |
| (A)   | apply the decision-making process in planning the allocation and use of finances                                |   |  |
|   | (i)   | apply the decision-making process in planning the allocation of finances                | Narrative: p. 66-68, Decision-Making Skills; p. 127, Decision-Making Skills; p. 216-218, Budgeting<br>Activity: p. 78, #28; p. 228, #27  |
|   | (ii)  | apply the decision-making process in planning the use of finances                       | Narrative: p. 212-216, Understanding Consumer Buying Techniques; p. 216-218, Budgeting<br>Activity: p. 78, #28; p. 228, #23; p. 228, #27 |
| (B) (i)   | use technology to manage resources  |   | Narrative: p. 100, 1st bullet; p. 219-221, Banking Electronically<br>Activity: p. 138, #29; p. 194, #34; p. 228, #27                     |
| (C) (i)   |   | examine sustainable consumer buying techniques that promote effective use of resources  | Narrative: p. 212, 1st full paragraph; p. 214-215, Identifying Sustainable Products<br>Activity: p. 227, #20; p. 229, #32; p. 229, #34   |
| (D)   | describe rewards, demands, and future trends in consumer service careers  |   |  |
|   | (i)   | describe rewards in consumer service careers  | Narrative: p. 224, Rewards, Demands, and Future Trends<br>Activity: p. 224, Reading Recall #1, bottom of page                            |
|   | (ii)  | describe demands in consumer service careers  | Narrative: p. 224, Rewards, Demands, and Future Trends<br>Activity: p. 224, Reading Recall #1, bottom of page                            |
|   | (iii)   | describe future trends in consumer service careers                                      | Narrative: p. 224, Rewards, Demands, and Future Trends; p. 225, Figure 8.20<br>Activity: p. 224, Reading Recall #2, bottom of page       |

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| (E)   | identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest |  |
|   | (i)  | identify employment opportunities in the areas of personal interest<br>Narrative: p. 200-206, Careers in Consumer Services; p. 225, Figure 8.20<br>Activity: p. 227, #15   |
|   | (ii)   | identify entrepreneurial opportunities in the areas of personal interest<br>Narrative: p. 357, Figure 13.2; p. 358-359, Consumer Services<br>Activity: p. 363, Reading Recall #5; p. 381, #19  |
|   | (iii)  | identify preparation requirements in the areas of personal interest<br>Narrative: p. 207-208, Common Aptitudes, Attitudes, and Skills; p. 208-209, Education, Training, and Experience<br>Activity: p. 210, Reading Recall #2; p. 210, Reading Recall #3; p. 227, #6 |
| Standard (4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to: |  |  |
| (A) (i)   | identify types of crises   | Narrative: p. 242-254, Recognizing Family-Life Crises<br>Activity: p. 254, Reading Recall #3; p. 260, #24  |
| (B)   | determine appropriate responses, management strategies, and available technology to meet individual and family needs |  |
|   | (i)  | determine appropriate responses to meet individual needs<br>Narrative: p. 40-44, What Every Human Needs; p. 44-49, How People Meet Their Needs<br>Activity: p. 51, #9; p. 51, #20; p. 52, #27  |
|   | (ii)   | determine appropriate responses to meet family needs<br>Narrative: p. 40-44, What Every Human Needs; p. 44-49, How People Meet Their Needs<br>Activity: p. 52, #29; p. 52, #31; p. 259, #19  |
|   | (iii)  | determine management strategies to meet individual needs<br>Narrative: p. 40-44, What Every Human Needs; p. 44-49, How People Meet Their Needs<br>Activity: p. 51, #9; p. 51, #20; p. 52, #27  |
|   | (iv)   | determine management strategies to meet family needs<br>Narrative: p. 40-44, What Every Human Needs; p. 44-49, How People Meet Their Needs<br>Activity: p. 52, #29; p. 52, #31; p. 259, #19  |
|   | (v)  | determine available technology to meet individual needs<br>Narrative: p. 219-221, Banking Electronically; p. 316-318, Finding Community Resources for Clients; p. 317, Identifying Community Resources, 2nd and 3rd paragraphs<br>Activity: p. 52, #27; p. 326, #31  |
|   | (vi)   | determine available technology to meet family needs<br>Narrative: p. 219-221, Banking Electronically; p. 316-318, Finding Community Resources for Clients; p. 317, Identifying Community Resources, 2nd and 3rd paragraphs<br>Activity: p. 326, #31                  |
| (C)   | determine effects of crisis on individuals and families  |  |
|   | (i)  | determine effects of crisis on individuals<br>Narrative: p. 242-254, Recognizing Family-Life Crises<br>Activity: p. 52, #22; p. 259, #17; p. 260, #21; p. 260, #29   |

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|         | (ii)   | determine effects of crisis on families                                | Narrative: p. 242-254, Recognizing Family-Life Crises<br>Activity: p. 259, #17; p. 259, #18; 259, #19; p. 260, #24   |
| (D) (i) |  | predict crises typical of various stages of the life cycle             | Narrative: p. 239-242, Understanding the Individual and Family Life Cycles; p. 242-254, Recognizing Family-Life Crises<br>Activity: p. 259, #6; p. 259, #17; p. 259, #18 |
| (E)     | identify the contributing factors of stress and how those factors impact individuals and relationships               |  |  |
|         | (i)  | identify the contributing factors of stress                            | Narrative: p. 100-103, Manage Stress; p. 242, Recognizing Family-Life Crises<br>Activity: p. 105, Reading Recall #4; p. 108, #31; p. 259, #18                            |
|         | (ii)   | identify how [the contributing factors of stress] impact individuals   | Narrative: p. 100-103, Manage Stress; p. 242, Recognizing Family-Life Crises<br>Activity: p. 102, For Discussion #3 and #4; p. 105, Reading Recall #5                    |
|         | (iii)  | identify how [the contributing factors of stress] impact relationships | Narrative: p. 100-103, Manage Stress; p. 102, Case Study: Coping and Hoping; p. 242, Recognizing Family-Life Crises<br>Activity: p. 105, Reading Recall #5; p. 108, #31  |
| (F)     | investigate causes, prevention, and treatment of domestic violence   |  |  |
|         | (i)  | investigate causes of domestic violence                                | Narrative: p. 246-247, Causes<br>Activity: p. 260, #20; p. 260, #28  |
|         | (ii)   | investigate prevention of domestic violence                            | Narrative: p. 247, Prevention<br>Activity: p. 260, #26; p. 260, #28  |
|         | (iii)  | investigate treatment of domestic violence                             | Narrative: p. 247-248, Treatment<br>Activity: p. 259, #8; p. 260, #28  |
| (G)     | describe rewards, demands, and future trends in counseling and mental health services                                |  |  |
|         | (i)  | describe rewards in counseling services                                | Narrative: p. 255, Rewards, Demands, and Future Trends, 1st paragraph<br>Activity: p. 260, #22   |
|         | (ii)   | describe rewards in mental health services                             | Narrative: p. 255, Rewards, Demands, and Future Trends, 1st paragraph<br>Activity: p. 260, #22   |
|         | (iii)  | describe demands in counseling services                                | Narrative: p. 255, Rewards, Demands, and Future Trends, 1st paragraph<br>Activity: p. 260, #22   |
|         | (iv)   | describe demands in mental health services                             | Narrative: p. 255, Rewards, Demands, and Future Trends, 1st paragraph<br>Activity: p. 260, #22   |
|         | (v)  | describe future trends in counseling services                          | Narrative: p. 256, Last paragraph; p. 257, Figure 9.20;<br>Activity: 256, Reading Recall #3  |
|         | (vi)   | describe future trends in mental health services                       | Narrative: p. 256, Last paragraph; p. 257, Figure 9.20<br>Activity: p. 256, Reading Recall #3  |
| (H)     | identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest |  |  |

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|  | (i)   | identify employment opportunities in the areas of personal interest                             | Narrative: p. 232-236, Careers in Counseling and Mental Health Services; p. 257, Figure 9.20<br>Activity: p. 259, #15  |
|  | (ii)  | identify entrepreneurial opportunities in the areas of personal interest                        | Narrative: p. 357, Figure 13.2; p. 359-360, Counseling and Mental Health Services<br>Activity: p. 363, Reading Recall #5; p. 381, #19  |
|  | (iii) | identify preparation requirements in the areas of personal interest                             | Narrative: p. 237, Common Aptitudes, Attitudes, and Skills; p. 237-238, Education, Training, and Experience<br>Activity: p. 239, Reading Recall #1-3; p. 259, #5; p. 261, #33    |
| Standard (5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to: |       |   |  |
| (A) (i)  |       | identify the basic needs of children  | Narrative: p. 40-44, What Every Human Needs; p. 275, Beginning with 4th sentence; p. 277, 2nd full paragraph, last sentence<br>Activity: p. 44, Reading Recall #1-2; p. 297, #16 |
| (B)  |       | analyze the responsibilities of caregivers for promoting the safety and development of children |  |
|  | (i)   | analyze the responsibilities of caregivers for promoting the safety of children                 | Narrative: p. 41, Safety and Security, 1st paragraph; p. 285-288, Creating a Safe Environment; p. 292, Reporting<br>Activity: p. 297, #11; p. 298, #29-31                        |
|  | (ii)  | analyze the responsibilities of caregivers for promoting the development of children            | Narrative: p. 273-279, Recognizing Developmental Milestones; p. 279-280, Providing Developmentally Appropriate Activities; 280, Figure 10.14<br>Activity: p. 298, #18            |
| (C) (i)  |       | determine developmentally appropriate guidance techniques for children                          | Narrative: p. 284-285, Guidance Strategies; p. 285, Figure 10.19<br>Activity: p. 298, #27; p. 298, #28   |
| (D)  |       | investigate causes, preventions, and treatment of child abuse                                   |  |
|  | (i)   | investigate causes of child abuse   | Narrative: p. 289-290, Causes<br>Activity: p. 298, #21; p. 298, #30  |
|  | (ii)  | investigate preventions of child abuse  | Narrative: p. 291-292, Prevention<br>Activity: p. 298, #31   |
|  | (iii) | investigate treatment of child abuse  | Narrative: p. 292-293, Treatment<br>Activity: p. 298, #22  |
| (E)  |       | describe rewards, demands, and future trends in early childhood development and services        |  |
|  | (i)   | describe rewards in early childhood development   | Narrative: p. 294, Rewards, Demands, and Future Trends, 1st and 2nd paragraphs<br>Activity: p. 295, Reading Recall #1  |
|  | (ii)  | describe rewards in early childhood services  | Narrative: p. 294, Rewards, Demands, and Future Trends, 1st and 2nd paragraphs<br>Activity: p. 295, Reading Recall #1  |
|  | (iii) | describe demands in early childhood development   | Narrative: p. 294-295, Rewards, Demands, and Future Trends, 3rd paragraph on 294<br>Activity: p. 295, Reading Recall #2  |
|  | (iv)  | describe demands in early childhood   | Narrative: p. 294-295, Rewards, Demands, and Future  |



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|   |       | services   | Trends, 3rd paragraph on 294<br>Activity: p. 295, Reading Recall #2   |
|   | (v)   | describe future trends in early childhood development  | Narrative: p. 295, Second full paragraph; p. 295, Figure 10.26<br>Activity: p. 297, #12   |
|   | (vi)  | describe future trends in early childhood services   | Narrative: p. 295, Second full paragraph; p. 295, Figure 10.26<br>Activity: p. 297, #12   |
| (F)   |       | identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest |   |
|   | (i)   | identify employment opportunities in the areas of personal interest  | Narrative: p. 265-270, Careers in Early Childhood Development and Services; p. 295, Figure 10.26<br>Activity: p. 298-299, #33   |
|   | (ii)  | identify entrepreneurial opportunities in the areas of personal interest   | Narrative: p. 357, Figure 13.2 p. 360-361, Early Childhood Development and Services<br>Activity: p. 363, Reading Recall #5 p. 381, #19  |
|   | (iii) | identify preparation requirements in the areas of personal interest  | Narrative: p. 270-271, Common Aptitudes, Attitudes, and Skills; p. 272, Education, Training, and Experience<br>Activity: p. 272, Reading Recall #2; p. 298-299, #33   |
| Standard (6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to: |       |  |   |
| (A)   |       | identify the basic functions of the family, including roles and responsibilities                                     |   |
|   | (i)   | identify the basic functions of the family, including roles  | Narrative: p. 314, Family Functions<br>Activity: p. 321, Reading Recall #1; p. 326, #27; p. 326, #28; p. 326, #29   |
|   | (ii)  | identify the basic functions of the family, including responsibilities   | Narrative: p. 314, Family Functions, 2nd paragraph<br>Activity: p. 321, Reading Recall #1; p. 326, #27; p. 326, #28; p. 326, #29  |
| (B)   |       | investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members   |   |
|   | (i)   | investigate societal factors affecting the responsibilities of family members  | Narrative: p. 315, Societal Factors<br>Activity: p. 321, Reading Recall #2; p. 326, #30   |
|   | (ii)  | investigate cultural factors affecting the responsibilities of family members  | Narrative: p. 315, Cultural Factors<br>Activity: p. 321, Reading Recall #2; p. 326, #30   |
|   | (iii) | investigate demographic factors affecting the responsibilities of family members                                     | Narrative: p. 315, Demographic Factors<br>Activity: p. 321, Reading Recall #2; p. 326, #30  |
|   | (iv)  | investigate economic factors affecting the responsibilities of family members  | Narrative: p. 315, Economic Factors<br>Activity: p. 321, Reading Recall #2; p. 326, #30   |
| (C)   |       | analyze the multiple roles and responsibilities assumed by individuals within the family                             |   |
|   | (i)   | analyze the multiple roles assumed by individuals within the family  | Narrative: p. 314, Family Functions<br>Activity: p. 325, #10; p. 326, #27; p. 326, #28  |
|   | (ii)  | analyze the multiple responsibilities assumed by individuals within the family                                       | Narrative: p. 314, Family Functions<br>Activity: p. 326, #27; p. 326, #28   |
| (D) (i)   |       | investigate community service opportunities  | Narrative: p. 79, Volunteering and Learning, 1st-4th paragraphs; p. 306-308, Coordinators and Directors; p. 327, Civic Engagement: What Does It Mean?, left-hand column<br>Activity: p. 79, Volunteering and Learning #1-2; p. 327, Civic Engagement: What Does It Mean? #1-3 |



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

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

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

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|     | (ii)   | identify the principles of design used in interiors                      | Narrative: p. 489-491, Using the Principles of Design<br>Activity: p. 495, #9; Activity: p. 496, #21                                 |
| (C) | describe safe use and care of interior furnishings and equipment   |  |  |
|     | (i)  | describe safe use of interior furnishings                                | Narrative: p. 479-482, Care of Surfaces and Appliances<br>Activity: p. 495-496, #20; p. 496, #24                                     |
|     | (ii)   | describe safe use of interior equipment                                  | Narrative: p. 479, Care of Housing Systems; p. 479-482, Care of Surfaces and Appliances<br>Activity: p. 496, #24                     |
|     | (iii)  | describe safe care of interior furnishings                               | Narrative: p. 479-482, Care of Surfaces and Appliances<br>Activity: p. 495-496, #20; p. 496, #24                                     |
|     | (iv)   | describe safe care of interior equipment                                 | Narrative: p. 479, Care of Housing Systems; p. 479-482, Care of Surfaces and Appliances<br>Activity: p. 496, #24                     |
| (D) | identify maintenance and safety practices that affect interiors  |  |  |
|     | (i)  | identify maintenance practices that affect interiors                     | Narrative: p. 483, Schedules for Cleaning and Maintenance; p. 483, Figure 16.13<br>Activity: p. 496, #24                             |
|     | (ii)   | identify safety practices that affect interiors                          | Narrative: p. 478-483, Keeping the Home Clean and Safe<br>Activity: p. 495, #8; p. 495-496, #20; p. 496, #24                         |
| (E) | discuss cultural, demographic, societal, and economic factors that influence interior design trends                  |  |  |
|     | (i)  | discuss cultural factors that influence interior design trends           | Narrative: p. 491, Identifying Factors That Influence Interior Design Trends<br>Activity: p. 492, Reading Recall #4; p. 495, #11     |
|     | (ii)   | discuss demographic factors that influence interior design trends        | Narrative: p. 491, Identifying Factors That Influence Interior Design Trends<br>Activity: p. 492, Reading Recall #4; p. 495, #11     |
|     | (iii)  | discuss societal factors that influence interior design trends           | Narrative: p. 491, Identifying Factors That Influence Interior Design Trends<br>Activity: p. 492, Reading Recall #4; p. 495, #11     |
|     | (iv)   | discuss economic factors that influence interior design trends           | Narrative: p. 491-492, Identifying Factors That Influence Interior Design Trends<br>Activity: p. 492, Reading Recall #4; p. 495, #11 |
| (F) | describe rewards, demands, and future trends in interior design  |  |  |
|     | (i)  | describe rewards in interior design                                      | Narrative: p. 492, Last paragraph<br>Activity: p. 492, Reading Recall #1; p. 496, #22  |
|     | (ii)   | describe demands in interior design                                      | Narrative: p. 492, Rewards, Demands, and Future Trends, 1st paragraph<br>Activity: p. 495, #12; p. 496, #22                          |
|     | (iii)  | describe future trends in interior design                                | Narrative: p. 492, Last paragraph; p. 493, Figure 16.21<br>Activity: p. 492, Reading Recall #2, bottom of page; p. 496, #29          |
| (G) | identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest |  |  |
|     | (i)  | identify employment opportunities in the areas of personal interest      | Narrative: p. 467-473, Housing Related Career Opportunities; p. 493, Figure 16.21<br>Activity: p. 495, #15; p. 496, #29              |
|     | (ii)   | identify entrepreneurial opportunities in the areas of personal interest | Narrative: p. 473, Entrepreneurial Opportunities<br>Activity: p. 495, #3; p. 495, #15  |

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