



Scope & Sequence

Course Name: Principles of Human Services PEIMS Code: 13024200		Course Credit: 1 Course Requirements: This course is recommended for students in grades 9-12 Prerequisites: none
Course Description: Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer 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.		
NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
Total Number of Periods Total Number of Minutes Total Number of Hours	175 Periods 7,875 Minutes 131.25 Hours*	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.272. (c) Knowledge and Skills
Unit 1: Employability Skills This unit explores the professional standards and employability skills required by business and industry. Students will grow to understand that responsibility, time	10 Periods 450 Minutes	1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) apply interpersonal communication skills in business and industry settings; (B) explain and recognize the value of collaboration within the workplace;



<p>management, organization, positive attitude, and good character have a large impact on employability and job retention. Students will also be able to identify and describe the work ethic needed for career advancement in the Human Services industry (e.g., skill sets, work schedules, travel/relocation, teamwork, communication skills, flexibility and adaptability etc.).</p>		<p>(C) examine the importance of time management to succeed in the workforce; (D) identify work ethics/professionalism in a job setting; and (E) develop problem-solving and critical-thinking skills.</p> <p>2. The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to: (J) demonstrate effective communication skills</p>
<p>Unit 2: Personal Success and Effort</p> <p>Students will be able to categorize and demonstrate the personality traits and professional/personal etiquette that are needed to succeed in the human services industry. Students will also be able to identify and describe the work ethic needed for career advancement in the human services industry (e.g., skill sets, work schedules, travel/relocation, teamwork, communication skills, flexibility and adaptability etc.). Students will understand the professional ethics legal responsibilities pertaining to the Human Services industry.</p>	<p>10 Periods 450 Minutes</p>	<p>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; (B) develop measurable short- and long-term goals for personal and professional life; (C) demonstrate personal-management skills needed for productivity; (D) practice ethical and appropriate methods of conflict resolution; (E) investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings; (F) analyze the relationship of wellness to personal and professional productivity; (G) determine personal and professional implications of substance abuse; (H) demonstrate apparel maintenance and repair skills that enhance appearance in personal and professional settings; (I) practice leadership skills such as participation in career and technical student organizations</p>
<p>Unit 3: Career Exploration</p> <p>This unit will help students better understand the various career opportunities within the</p>	<p>15 Periods 675 Minutes</p>	<p>3. The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to: (D) describe rewards, demands, and future trends in consumer service careers; and</p>



human services industry. Students will focus on expanding their knowledge about the education, training, and/or certification required to obtain employment in the industry. Students will develop a career plan designed to achieve their career goals within this industry. Students will examine the job market for said careers at the local, regional and state level. Students will research a career in the Human Services Cluster to include education and training, job outlook, work environment, median pay, forecast for the industry, and related/similar occupations.

- (E) 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 counseling and mental health services. The student is expected to:
 - (G) describe rewards, demands, and future trends in counseling and mental health services; and
 - (H) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.
- 5. The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:
 - (E) describe rewards, demands, and future trends in early childhood development and services; and
 - (F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest
- 6. The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:
 - (H) describe rewards, demands, and future trends in family and community services; and
 - (I) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.
- 7. The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:
 - (F) describe rewards, demands, and future trends in fashion design; and
 - (G) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.



		<p>8. The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:</p> <ul style="list-style-type: none"> (F) describe rewards, demands, and future trends in interior design; and (G) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest. <p>9. The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:</p> <ul style="list-style-type: none"> (E) describe rewards, demands, and future trends in personal care services; and (F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.
<p>Unit 4: Consumer Services</p> <p>Students will examine reasons people buy a good or service. Students will distinguish between internal and external consumers and identify the types of consumers (e.g. discount, impulse, loyal, need-based, and wandering). Students will classify strategies for serving the needs of different types of consumers as well as explain the need and methods used to inform consumers about products, policies, and services. Students will discuss industry standards for service methods that meet expectations of consumers and how to accomplish them through the effective use of technology and resources.</p>	<p>20 Periods 900 Minutes</p>	<p>3. The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply the decision-making process in planning the allocation and use of finances; (B) use technology to manage resources; (C) examine sustainable consumer buying techniques that promote effective use of resources



<p>Unit 5: Counseling and Mental Health Services</p> <p>Students will identify various types of crises that negatively impact an individual or family's security, economic status, well-being, living situation, etc. Students will recognize the typical stressors and common crises that effect individuals and families throughout time. Students will understand the process and necessary steps taken to assist individuals and families in coping with crises through appropriate responses and management strategies.</p>	<p>20 Periods 900 Minutes</p>	<p>4. The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:</p> <ul style="list-style-type: none">(A) identify types of crises;(B) determine appropriate responses, management strategies, and available technology to meet individual and family needs;(C) determine effects of crisis on individuals and families;(D) predict crises typical of various stages of the life cycle;(E) identify the contributing factors of stress and how those factors impact individuals and relationships;(F) investigate causes, prevention, and treatment of domestic violence
<p>Unit 6: Early Childhood Development and Services</p> <p>Students will investigate major child development theorist and theory contributions to the field of early childhood education. Students will discuss the impact of human development theories on the evolution of early childhood care and learning. Students will demonstrate the ability to identify children's needs, interests, and abilities. Students will analyze the physical, emotional, and social needs as well as the cognitive development of children. Students will discuss strategies that promote the health and safety of children, including those with special needs.</p>	<p>20 Periods 900 Minutes</p>	<p>5. The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:</p> <ul style="list-style-type: none">(A) identify the basic needs of children;(B) analyze the responsibilities of caregivers for promoting the safety and development of children;(C) determine developmentally appropriate guidance techniques for children;(D) investigate causes, preventions, and treatment of child abuse



<p>Unit 7: Family and Community Services</p> <p>Students will identify the basic structure and function of a family unit including the dynamic roles and responsibilities. Students will understand that the family and community services industry encompasses helping disabled, elderly, impoverished or other underrepresented populations to secure housing, employment, financial assistance and other social services. Additionally, students will identify the importance of nutrition and the impact that a proper diet has on development, wellness, and productivity in ones life.</p>	<p>20 Periods 900 Minutes</p>	<p>6. The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:</p> <ul style="list-style-type: none">(A) identify the basic functions of the family, including roles and responsibilities;(B) investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members;(C) analyze the multiple roles and responsibilities assumed by individuals within the family;(D) investigate community service opportunities;(E) analyze dietary practices across the life span;(F) explain the impact of nutrition on development, wellness, and productivity over the life span;(G) prepare nutritious snacks or meals that contribute to wellness and productivity through the life span
<p>Unit 8: Fashion Design</p> <p>Students will develop skills in the selection, purchase, design, care, and construction of textile products. Students will investigate beneficial consumer skills necessary to make informed fashion purchases to accommodate a consumer's personal needs. Students will summarize federal legislation that deals with textile products and include the four criteria that must appear on labels of all textile products.</p>	<p>20 Periods 900 Minutes</p>	<p>7. The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:</p> <ul style="list-style-type: none">(A) describe factors influencing apparel selection;(B) analyze apparel selection practices that accommodate personal needs, including age, lifestyle, special needs, and career;(C) interpret and use information on apparel care labels;(D) demonstrate safety practices when using and caring for apparel construction tools and equipment;(E) demonstrate simple clothing repair and alteration techniques



<p>Unit 9: Interior Design</p> <p>Students will understand the interrelationship of the elements and principles of design. Students will define the principles of design and illustrate uses such as: harmony, balance, proportion, scale, contrast, dominance, opposition, principality, rhythm, subordination, transition, line, form, color, light, material, space and texture. Students will research the factors of function, aesthetics, client needs, environmental sustainability, ergonomics, safety, availability, and trends that could impact a design.</p>	<p>20 Periods 900 Minutes</p>	<p>8. The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:</p> <ul style="list-style-type: none">(A) describe priorities and needs that influence interior design decisions;(B) identify the elements and principles of design used in interiors;(C) describe safe use and care of interior furnishings and equipment;(D) identify maintenance and safety practices that affect interiors;(E) discuss cultural, demographic, societal, and economic factors that influence interior design trends
<p>Unit 10: Personal Care</p> <p>Students will explore basic technical skills and the use of technology in cosmetology, barbering, esthetics and nails. Students will list types of certificates of registration, specific requirements and the renewal periods of each. Students will describe the purpose and responsibility of the State Board of Cosmetology members and how they are appointed. Students will learn concepts to provide appropriate, positive, and friendly customer service skills when interacting with clients in all aspects of the personal care services industry.</p>	<p>20 Periods 900 Minutes</p>	<p>9. The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:</p> <ul style="list-style-type: none">(A) explore new and emerging technologies that may affect personal care services;(B) investigate the specific state requirements for licensure in personal care services;(C) create records, including electronic records, of client services to retrieve personal care client information;(D) examine different types of media to achieve maximum impact on targeted client populations

