

Correlation of Texas Essential Knowledge and Skills for Family and Consumer Sciences to Service-Learning Projects

Many Texas Essential Knowledge and Skills (TEKS) for Family and Consumer Sciences (FCS) have a direct correlation to service-learning projects. Each course in FCS has content that can be taught and put into practice by service-learning projects. The following are some of the TEKS that can be supported through service-learning projects:

Any Service-Learning Project

Career Portals

- (4) The student explores the professional skills needed for college and career success. The student is expected to:
 - (B) explore the importance of curricular, extracurricular, career preparation, and extended learning experiences.

Dollars and Sense

- (1) The student demonstrates management of individual and family resources such as finances, food, clothing, shelter, health care, recreation, transportation, time, and human capital. The student is expected to:
 - (C) develop and apply multiple strategies for individuals and families to make choices to satisfy needs and wants.

Family and Community Services

- (2) The student demonstrates organizational and leadership skills using a community service environment. The student is expected to:
 - (A) demonstrate management practices facilitating individuals assuming multiple family, community, and wage-earner roles.
 - (B) evaluate personal leadership characteristics.
 - (C) develop a plan for positively enhancing personal leadership characteristics.
 - (D) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership.
 - (E) evaluate and identify effective strategies and skills necessary to establish a collaborative relationship with others in community service settings.
 - (F) plan and deliver focused and coherent presentations that convey clear and distinct perspective and demonstrate solid reasoning.
- (3) The student develops and implements community service activities. The student is expected to:
 - (A) identify service projects applicable to a community.
 - (B) integrate student interest, abilities, and skills with appropriate community service projects.
 - (C) plan, develop, and implement volunteer activities that will benefit individuals, families, or the community.
 - (D) generate ideas and gather information relevant to a family and community services project keeping careful records of outside sources.
 - (E) demonstrate proficient use of volunteer skills.

- (F) demonstrate safety practices related to community service or volunteer activities.
- (G) demonstrate increasing ability to perform higher-order thinking skills through organizing and performing community service.
- (H) practice techniques to ensure completion of a community service project.
- (I) cite evidence of personal development through performing community service activities.
- (J) evaluate the effectiveness of implemented activities.

Interpersonal Studies

- (1) The student evaluates factors related to personal development. The student is expected to:
 - (C) propose strategies that promote physical, emotional, intellectual, and social development.
- (5) The student analyzes relationship development outside the family. The student is expected to:
 - (D) propose ways to promote an appreciation of diversity.
- (8) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:
 - (E) formulate a plan for effective management of technology on families throughout the family life cycle.
- (10) The student determines stress-management techniques effective for individuals and families. The student is expected to:
 - (C) practice creative techniques for managing stress.
 - (D) implement positive strategies for dealing with change.

Principles of Hospitality and Tourism

- (5) The student researches, analyzes, and explores lifestyle and career goals. The student is expected to:
 - (C) examine related community service opportunities.
- (7) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:
 - (E) participate in community service activities.

Principles of Human Services


- (5) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:
 - (D) investigate community service opportunities.

Projects Related to Children

(For example; bullying, literacy, healthy lifestyles, etc.)

Child Development

- (1) The student analyzes roles and responsibilities of parenting. The student is expected to:
 - (A) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood.
 - (B) analyze relationship skills, including money management, communication skills, and marriage preparation.

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- (C) examine skills relating to the prevention of family violence.
 - (D) demonstrate first aid and cardiopulmonary resuscitation skills.
 - (E) assess the safety of purchases for children such as cribs, toys, clothing, and food.
 - (F) explain factors that contribute to literacy.
- (4) The student investigates strategies for optimizing the development of toddlers of diverse backgrounds, including those with special needs. The student is expected to:
- (A) analyze the physical, emotional, social, and intellectual needs of the toddler.
 - (B) create play activities for a toddler's growth and development such as mathematics, science, physical movement, outdoor play, art, and music.
 - (C) identify patterns of typical growth and development of toddlers.
 - (D) identify community resources relevant to the care and protection of toddlers, including child care services, health care services, and organizations such as the National Association for the Education of Young Children.
 - (E) work independently or collaboratively to prepare snacks or meals that meet nutritional guidelines for toddlers such as caloric, proteins, lipids, carbohydrates, and portion control.

Child Guidance


- (1) The student analyzes roles and responsibilities of caregivers. The student is expected to:
 - (A) determine the roles and responsibilities of caregivers related to the physical, intellectual, emotional, and social development of children.
 - (C) identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs.
 - (H) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood.
 - (J) examine skills relating to the prevention of family violence.
- (3) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:
 - (C) apply safe procedures in creating environments for children.
 - (D) prepare nutritious snacks or meals for children following the food guidelines in promoting children's health such as portion control, caloric requirements, and nutrient needs.
 - (F) recognize symptoms of children in family crisis situations.
 - (G) discuss society's role in the protection of children and families.

Counseling and Mental Health

- (5) The student maintains a safe environment to prevent hazardous situations. The student is expected to:
 - (A) recognize abusive situations.
 - (B) anticipate and adapt to changing situations.
 - (C) demonstrate appropriate actions in emergency situations.
 - (D) practice personal and client safety.

Human Growth and Development

- (3) The student understands the development of children ages newborn through two years. The student is expected to:
 - (C) discuss the influences of the family and society on the infant and toddler.

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- (D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs.
 - (E) determine techniques that promote the health and safety of infants and toddlers.
 - (4) The student understands the development of children ages three through five years. The student is expected to:
 - (C) discuss the influences of the family and society on preschoolers.
 - (D) summarize strategies for optimizing the development of preschoolers, including those with special needs.
 - (E) determine techniques that promote the health and safety of preschoolers.
 - (5) The student understand the development of children ages six through ten years. The student is expected to:
 - (C) discuss the influences of the family and society on children in the early to middle childhood stage of development.
 - (D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs.
 - (E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development.
 - (6) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:
 - (A) analyze the biological and cognitive development of adolescents.
 - (B) analyze the emotional and social development of adolescents.
 - (D) discuss the influences of the family and society on adolescents.
 - (7) The student understands the importance of care and protection of children. The student is expected to:
 - (D) analyze forms, causes, effects, prevention, and treatment of child abuse.
 - (E) explain the impact of appropriate health care and safety of children.

Lifetime Nutrition and Wellness

- (1) The student understands the role of nutrients in the body. The student is expected to:
 - (A) classify nutrients, their functions, and food sources and compare the nutritive value of various foods.
 - (B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life.
 - (C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood.
 - (D) compare personal food intake to recommended dietary guidelines.
- (3) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:
 - (B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia.
 - (C) determine the effects of food allergies and intolerances on individual and family health.
 - (D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget.
 - (G) analyze current lifestyle habits that may increase health risks.
 - (H) identify community programs that provide nutrition and wellness services.
 - (I) examine the nutritional value of fast foods and convenience foods.

Practicum in Education and Training

- (7) The student understands the relationship between school and society. The student is expected to:
- (C) design activities to build support of family members, community members, and business and industry to promote learning.

Principles of Human Services

- (4) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:
- (B) analyze the responsibilities of caregivers for promoting the safety and development of children.
 - (D) investigate causes, preventions, and treatment of child abuse.

Projects Related to the Elderly

(For example, nutritious snacks, connecting with younger generations, safety packs, etc.)

Human Growth and Development

- (10) The student understands the development of adults ages 66 years and older. The student is expected to:
- (A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development.
 - (B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development.
 - (C) discuss the influences of society and culture on those within the stage of late adulthood.
 - (D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.

Interior Design


- (3) The student recommends practices that will create a safe, secure, and well-maintained home. The student is expected to:
- (A) explain the effect of housing conditions on health and safety.
 - (B) develop a plan for detecting safety hazards and maintaining a safe home.
 - (C) describe housing features for individuals with special needs.

Interpersonal Studies

- (12) The student exhibits employability skills. The student is expected to:
- (A) practice effective verbal, nonverbal, written, and electronic communication skills.
 - (B) analyze the influence of cultural background on patterns of communication.

Lifetime Nutrition and Wellness

- (1) The student understands the role of nutrients in the body. The student is expected to:
- (A) classify nutrients, their functions, and food sources and compare the nutritive value of various foods.
 - (B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life.

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- (C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood.
 - (D) compare personal food intake to recommended dietary guidelines.
 - (3) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:
 - (A) research the long-term effects of food choices.
 - (B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia.
 - (C) determine the effects of food allergies and intolerances on individual and family health.
 - (D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget.
 - (E) develop examples of therapeutic diets.
 - (F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances.
 - (G) analyze current lifestyle habits that may increase health risks.
 - (H) identify community programs that provide nutrition and wellness services.
 - (I) examine the nutritional value of fast foods and convenience foods.

Projects Related to the Environment

Dollars and Sense

- (4) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:
 - (A) analyze individual and family responsibilities in relation to environmental trends and issues.
 - (C) demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
 - (C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership.

Interior Design

- (7) The student assesses environmental issues affecting housing. The student is expected to:
 - (A) evaluate the effects of landscaping on housing and the larger environment.
 - (B) determine techniques, materials, and technology applications that can be used in housing to conserve energy and other resources.

Principles of Hospitality and Tourism

- (8) The student explains how employees, guests, and property are protected to minimize losses or liabilities in the hospitality and tourism industry. The student is expected to:
 - (D) determine how environmental issues such as recycling and saving energy affect the hospitality and tourism industry.

Principles of Human Services

- (2) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:
 - (D) investigate sustainable techniques for managing resources.

Projects Related to Hunger and Homelessness

Culinary Arts

- (8) The student demonstrated leadership, citizenship, and teamwork skills required for success. The student is expected to:
- (A) apply team-building skills.
 - (B) apply decision-making and problem-solving skills.
 - (C) determine leadership and teamwork qualities in creating a pleasant working atmosphere.
 - (D) participate in community leadership and teamwork opportunities to enhance professional skills.

Dollars and Sense

- (2) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:
- (A) evaluate the need for personal and family financial planning, including budgeting, expense records, and maintaining economic self-sufficiency.

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.
 - (C) propose strategies that promote physical, emotional, intellectual, and social development.
- (9) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:
- (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.
- (10) The student determines stress-management techniques effective for individuals and families. The student is expected to:
- (C) practice creative techniques for managing stress.
 - (D) implement positive strategies for dealing with change.

Principles of Human Services

- (3) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:
- (A) determine types of crises.
 - (B) determine appropriate responses, management strategies, and technology available to meet individual and family needs.
 - (C) determine effects of crisis on individuals and families.
 - (D) determine crises typical of various stages of the life cycle.
 - (E) identify the contributing factors and describe the impact of stress on individuals and relationship.
 - (F) investigate causes, prevention, and treatment of domestic and relationship violence.



Projects Related to Nutrition or Obesity

Child Development

- (3) The student investigates strategies for optimizing the development of infants of diverse backgrounds, including those with special needs. The student is expected to:
 - (E) select and use appropriate standard international units to identify nutritional needs for infants such as caloric requirements, protein, lipids, carbohydrates, and portion control.
- (4) The student investigates strategies for optimizing the development of toddlers of diverse backgrounds, including those with special needs. The student is expected to:
 - (E) work independently or collaboratively to prepare snacks or meals that meet nutritional guidelines for toddlers such as caloric, proteins, lipids, carbohydrates, and portion control.
- (5) The student analyzes the growth and development of preschool children of diverse backgrounds, including those with special needs. The student is expected to:
 - (E) work independently and collaboratively to prepare snacks or meals to meet nutritional guidelines such as caloric requirements, proteins, lipids, carbohydrates, and portion control.
- (6) The student analyzes the growth and development of school-age children of diverse backgrounds, including those with special needs. The student is expected to:
 - (F) work independently or collaboratively to create nutritious snacks or meals appropriate for school-age children to prepare, including considerations such as caloric requirements, proteins, lipids, carbohydrates, and portion control.

Principles of Human Services

- (5) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:
 - (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.
 - (H) analyze dietary practices across the life span.