

## Chapter 122. Texas Essential Knowledge and Skills for Family and Consumer Sciences Education

### Subchapter B. Family and Consumer Sciences Foundations, High School

*Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.*

#### **§122.11. Implementation of Texas Essential Knowledge and Skills for Family and Consumer Sciences Education, Family and Consumer Sciences Foundations, High School.**

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Family and Consumer Sciences) beginning September 1, 1998.

#### **§122.12. Personal and Family Development (One Credit).**

- (a) General requirements. This comprehensive laboratory course is recommended for students in Grades 9-12. Each student is expected to complete a supervised career-connections experience each semester.
- (b) Introduction. Family and Consumer Sciences education provides individuals and families with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals utilize these skills to enhance career and personal effectiveness, promote family strength and well-being, and pursue career options.

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(c) Knowledge and skills.

- (1) **Personal development.** The student demonstrates personal behavior reflecting sound decision making and responsibility.

The student is expected to:

- (A) compare characteristics of chronological, physical, emotional, social, and intellectual maturity;
- (B) explain how personal priorities affect the choice of friends, activities, interests, and behaviors;
- (C) practice social skills relevant to positive interactions with others in various situations;
- (D) analyze the role of self-esteem in responsible behavior;
- (E) explain how personal decisions and behavior are influenced by family, cultural, technological, societal, demographic, and economic considerations; and

- (F) predict the implications of personal behavior and decisions on peers, families, society, and future generations.

The student is expected to:

- (A) describe qualities necessary to support strong relationships;
- (B) analyze roles of communication in developing positive relationships;
- (C) practice methods of conflict resolution and negotiation in peer relationships;
- (D) determine how healthy relationships assist in preparation for adulthood;
- (E) point out the effects of cultural patterns on relationships;
- (F) explain how friends influence behavior; and
- (G) develop strategies for managing peer pressure.

- (2) **Personal development.** The student applies principles for developing positive relationships.

- (3) **Family studies.** The student describes the basic structures of the family unit throughout the life cycle.

The student is expected to:

- (A) explain how family structure changes throughout the life cycle;
- (B) explain how cultural diversity affects family structures in society; and
- (C) interpret the effects of changing demographics on family structure.

- (4) **Family studies.** The student analyzes family functions, roles, and responsibilities of family members.

The student is expected to:

- (A) identify basic functions of the family and its role in society;
- (B) discuss societal, cultural, demographic, and economic factors affecting the responsibilities of family members;
- (C) evaluate methods to promote the health and safety of individuals and family members;
- (D) analyze the multiple roles and responsibilities assumed by individuals within the family;
- (E) assess the impact of technology on roles and responsibilities of family members; and

- (5) **Family studies.** The student determines factors that strengthen the family and create a sense of wellness.
- (F) identify management practices facilitating individuals assuming multiple family, community, and wage-earner roles.
- The student is expected to:
- (A) describe factors that contribute to strong family units;
- (B) analyze the impact of violence on families;
- (C) identify causes and effects of family stress and techniques for management and prevention;
- (D) practice methods of conflict resolution and negotiation in family relationships; and
- (E) identify resources to aid in strengthening the family unit.
- (6) **Family studies.** The student determines career options in the area of family services.
- The student is expected to:
- (A) identify employment and entrepreneurial opportunities and preparation requirements in the area of family services; and
- (B) describe rewards, demands, and future trends in careers related to family services.
- (7) **Child development.** The student evaluates the responsibilities of parents and other caregivers in meeting the developmental needs of children.
- The student is expected to:
- (A) identify the basic needs of children;
- (B) describe patterns of intellectual, physical, social, and emotional development in children;
- (C) identify resources for promoting the development of children, including those with special needs;
- (D) analyze responsibilities of caregivers for promoting the development of children;
- (E) determine the relationship of society and culture on meeting developmental needs of children; and
- (F) demonstrate caregiver behaviors and strategies promoting the healthy intellectual, physical, social, and emotional development of children.
- (8) **Child development.** The student analyzes various methods of guidance for children.
- The student is expected to:
- (A) evaluate developmentally appropriate guidance techniques for children; and

- (9) **Child development.** The student analyzes the responsibilities of parents and other caregivers for maintaining the health and safety of children.
- (B) discuss causes, prevention, and treatment of child abuse.
- The student is expected to:
- (A) explain the responsibilities of caregivers for maintaining the safety of children;
- (B) analyze the caregiver's role in meeting the nutritional requirements of children; and
- (C) outline practices that promote the health and wellness of children.
- (10) **Child development.** The student determines career options related to child development and early childhood education.
- The student is expected to:
- (A) identify employment and entrepreneurial opportunities and preparation requirements in the areas of child development and early childhood education; and
- (B) describe rewards, demands, and future trends in child development careers.
- (11) **Apparel.** The student analyzes consumer decision-making practices in individual and family apparel choices.
- The student is expected to:
- (A) describe factors influencing apparel selection;
- (B) determine consumer practices facilitating effective management of the apparel budget;
- (C) describe clothing selection practices that accommodate personal needs, including age, lifestyle, special needs, and career;
- (D) point out technological advancements affecting apparel decisions; and
- (E) determine the relationship of apparel decisions to peer influence, self-esteem, and personal effectiveness.
- (12) **Apparel.** The student practices clothing-care procedures.
- The student is expected to:
- (A) interpret information on clothing-care labels;
- (B) perform laundry procedures in accordance with clothing-care label information;
- (C) describe practices for packing and storing apparel;

- (D) utilize care labels and consumer skills as a basis for effectively securing appropriate clothing-care services;
- (E) predict the impact of clothing-care requirements on overall wardrobe costs; and
- (F) identify environmental issues related to clothing care and management.

(13) **Apparel.** The student utilizes principles of quality clothing construction in meeting clothing needs.

The student is expected to:

- (A) demonstrate safety practices when using and caring for tools and equipment;
- (B) utilize principles of quality clothing construction in clothing selection, maintenance, repair, and alteration; and
- (C) demonstrate planning, organizing, managing, and sequencing skills when illustrating simple clothing repair and alteration techniques.

(14) **Apparel.** The student determines career opportunities in the apparel industry.

The student is expected to:

- (A) identify employment and entrepreneurial opportunities and preparation requirements in apparel careers; and
- (B) describe rewards, demands, and future trends in apparel careers.

(15) **Nutrition and food.** The student analyzes basic nutrition needs and results of dietary practices.

The student is expected to:

- (A) list classifications, sources, and functions of nutrients;
- (B) compare personal diets to various guidelines;
- (C) explain the effects of the life cycle, illness, and disease on individual dietary needs;
- (D) analyze the problems and characteristics associated with eating disorders;
- (E) discuss the effects of dietary practices on wellness and achievement;
- (F) apply nutrition principles related to individual and family health decisions;
- (G) determine cultural, economic, and societal influences on dietary practices and contemporary meal management; and

- (H) analyze nutrition information on food labels.

(16) **Nutrition and food.** The student demonstrates table service and proper etiquette.

The student is expected to:

- (A) arrange table settings for a variety of occasions;
- (B) demonstrate table manners and etiquette appropriate for a variety of occasions;
- (C) explain the role of family mealtime in promoting family strength and the welfare of family members; and
- (D) predict the influence of etiquette in the development of self-esteem and employability skills.

(17) **Nutrition and food.** The student demonstrates basic meal management techniques.

The student is expected to:

- (A) identify the impact of technology on meal management;
- (B) demonstrate basic principles of sanitation and safety relating to meal management;
- (C) apply management techniques when planning and preparing simple meals and recipes;
- (D) analyze cost effective meal management practices;
- (E) describe types and safe use of equipment, tools, and utensils; and
- (F) demonstrate basic food preparation techniques to achieve quality standards and preserve nutritive value.

(18) **Nutrition and food.** The student determines career options related to nutrition, food science, and wellness.

The student is expected to:

- (A) identify employment and entrepreneurial opportunities and preparation requirements in the area of nutrition, food science, and wellness; and
- (B) describe rewards, demands, and future trends in careers related to nutrition, food science, and wellness.

(19) **Consumer and resource management.** The student applies the decision-making process.

The student is expected to:

- (A) explain the decision-making process;

- (B) identify the role of responsibility in the decision-making process; and
- (C) practice decision making consistent with personal considerations, such as needs, wants, goals, priorities, and resources.

(20) **Consumer and resource management.** The student demonstrates effective management practices.

The student is expected to:

- (A) explain principles of time, energy, financial, and task management;
- (B) apply effective management practices in scheduling personal activities; and
- (C) describe the correlation between effective personal management practices and quality of family life.

(21) **Consumer and resource management.** The student determines types of resources and considerations for responsible use.

The student is expected to:

- (A) summarize types of resources;
- (B) identify sources of income;
- (C) evaluate responsibility in managing personal and family resources;
- (D) apply the decision-making process in planning the allocations and use of finances;
- (E) determine cultural, economic, societal, and environmental influences on consumer decision making;
- (F) analyze consumer-buying techniques that promote effective utilization of resources;
- (G) point out the impact of technology on consumer-buying practices and options; and
- (H) identify consumer rights and responsibilities.

(22) **Consumer and resource management.** The student explains how consumer economics and resource management skills impact career options.

The student is expected to:

- (A) identify employment and entrepreneurial opportunities and preparation requirements in the areas of consumer and resource management;
- (B) describe rewards, demands, and future trends in consumer economics and resource management careers; and

- (C) determine the significance of consumer economics and resource management skills in all careers.

(23) **Housing.** The student analyzes human and environmental influences on family housing needs across the life span.

The student is expected to:

- (A) identify housing priorities and needs;
- (B) describe environmental and technological influences on housing decisions; and
- (C) analyze housing considerations related to meeting family housing needs and promoting family strength.

(24) **Housing.** The student determines types and costs of housing.

The student is expected to:

- (A) identify types of single and multifamily housing;
- (B) describe advantages and disadvantages of various housing types;
- (C) determine methods of controlling housing costs; and
- (D) discuss cultural, demographic, societal, and economic factors and their effect on housing trends.

(25) **Housing.** The student follows guidelines for the selection, use, maintenance, and care of home furnishings and equipment.

The student is expected to:

- (A) identify aesthetic and functional considerations guiding home furnishings selection and use;
- (B) determine methods of controlling home furnishings and equipment costs;
- (C) describe safe use and care of home furnishings and major household equipment;
- (D) demonstrate home maintenance and sanitation procedures; and
- (E) determine home safety hazards and methods to correct them.

(26) **Housing.** The student determines career opportunities related to the housing industry.

The student is expected to:

- (A) identify employment and entrepreneurial opportunities and preparation requirements in housing; and
- (B) describe rewards, demands, and future trends in housing careers.

(27) **Career preparation.** The student exhibits qualities of effective leaders and team members.

The student is expected to:

- (A) evaluate leadership characteristics;
- (B) practice leadership skills;
- (C) describe qualities of effective team members;
- (D) describe the relationship of leadership and teamwork skills to preparation for employment and adult roles; and
- (E) determine techniques effective leaders and team members use to promote an appreciation and understanding of cultural diversity.

(28) **Career preparation.** The student completes a supervised career-connections experience applying knowledge and skills developed in the study of personal and family development.

The student is expected to:

- (A) determine home and business applications of knowledge and skills developed in the study of personal and family development; and
- (B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of personal and family development.