



## Scope & Sequence

<b>Course Name:</b> Interpersonal Studies <b>PEIMS Code:</b> 13024400		<b>Course Credit:</b> 1/2 <b>Course Requirements:</b> This course is recommended for students in grade 9-12 <b>Prerequisites:</b> none <b>Recommended Prerequisites:</b> Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training
<b>Course Description:</b> Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.		
<b>NOTE:</b> 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.		
<b>Total Number of Periods</b> <b>Total Number of Minutes</b> <b>Total Number of Hours</b>	88 Periods 3,960 Minutes 66 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.
<b>Unit Number, Title, and Brief Description</b>	<b># of Class Periods*</b> (assumes 45-minute periods) Total minutes per unit	<b>TEKS Covered</b> <b>130.275. (c) Knowledge and Skills</b>



<p><b>Unit 1: Personal Development</b></p> <p>Students will investigate inherited and acquired traits that affect one's personal identity, personality, and self-esteem. Students will analyze how factors of heredity and environmental influences impact personal growth and development. Students will understand that practicing positive self-discipline, responsibility, honesty, integrity, loyalty, compassion, mercy, motivation, hard work, and perseverance promotes physical, emotional, intellectual, and social development.</p>	<p>5 Periods 225 Minutes</p>	<p>(2) The student evaluates factors related to personal development. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) investigate factors that affect personal identity, personality, and self-esteem;</li><li>(B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs; and</li><li>(C) propose strategies that promote physical, emotional, intellectual, and social development.</li></ul>
<p><b>Unit 2: Decision Making</b></p> <p>Students will analyze the steps in the decision-making process including identification of the choice, listing alternatives, choosing the best alternative, acting on the decision, and evaluation of the decision. Students will understand that decision making reflects personal priorities, are based on goals, and influenced by individual standards.</p>	<p>4 Periods 180 Minutes</p>	<p>(3) The student determines short- and long-term implications of personal decisions. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) summarize the decision-making process;</li><li>(B) discuss consequences and responsibilities of decisions; and</li><li>(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.</li></ul>
<p><b>Unit 3: Transition to Adulthood</b></p> <p>Students will understand that the transition to adulthood is marked by new roles and responsibilities in such interrelated domains such as education, employment, and family</p>	<p>4 Periods 180 Minutes</p>	<p>(4) The student analyzes considerations related to the transition to independent adulthood. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) analyze adjustments related to achieving independence; and</li><li>(B) explore responsibilities of living as an independent adult.</li></ul>



<p>formation. Students will explore concepts pertaining the transition from adolescence to adulthood including increasing maturity comes with expectations that one will take responsibility for oneself, make independent decisions, and become self-sufficient young people. Students analyze that adulthood comes with multiple opportunities and challenges that can have important implications over the life course.</p>		
<p><b>Unit 4: Relationship Development and the Family</b></p> <p>Students will explore the importance of developing connections with others and how they serve significant functions in one's life. Students will understand the built-in relationships that family members have with one another, and the roles they play in each other's lives.</p>	<p>5 Periods 225 Minutes</p>	<p>(5) The student analyzes the family's role in relationship development. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) examine the development of relationships;</li> <li>(B) investigate the family's role in fostering the abilities of its members to develop healthy relationships; and</li> <li>(C) analyze effects of cultural patterns on family relationships.</li> </ul>
<p><b>Unit 5: Relationship Development Beyond the Family</b></p> <p>Students will identify the types of relationships one can have with non-relatives such as friends, acquaintances, voluntary, and involuntary. Students will understand the influence that peers have on the individual and the ways to promote positive relationships amongst each other by value individual differences.</p>	<p>5 Periods 225 Minutes</p>	<p>(6) The student analyzes relationship development outside the family. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) explore ways to promote positive friendships;</li> <li>(B) assess the influence of peers on the individual;</li> <li>(C) determine appropriate responses to authority figures; and</li> <li>(D) propose ways to promote an appreciation of diversity.</li> </ul>



<p><b>Unit 6: Marital Success</b></p> <p>Students will analyze the different types of love such as self-love, love for caregivers, love or peers, and mature love. Students will explore the various reasons for dating including entertainment, improvement of interpersonal skills, and mate selection for marriage. Students will understand the components including commitment, faithfulness, humility, patience, forgiveness, honesty, trust, communication, and selflessness.</p>	<p>5 Periods 225 Minutes</p>	<p>(7) The student determines factors related to marital success. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) discuss reasons for dating and the impact of social media on dating;</li><li>(B) analyze components of a successful marriage; and</li><li>(C) examine communication skills and behaviors that strengthen marriage.</li></ul>
<p><b>Unit 7: Dynamic Family Unit</b></p> <p>Students will describe the diverse family structures including nuclear, single-parent, blended, extended, adoptive, foster, etc. Students will examine the impact of societal, demographic, technological, and economic pressures that individuals and families are subject too. Students will compare and contrast family roles, functions, and dynamics in various cultures.</p>	<p>10 Periods 450 Minutes</p>	<p>(8) The student determines methods that promote an effective family unit. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) describe diverse family structures;</li><li>(B) identify the function of individuals within the family;</li><li>(C) compare functions of families in various cultures;</li><li>(D) predict the effects of societal, demographic, and economic trends on individuals and the family;</li><li>(E) determine procedures for meeting individual and family needs through resource management;</li><li>(F) explain how technology such as social media influences family functions and relationships; and</li></ul>



		(G) determine the impact of effective family functioning on community and society.
<p><b>Unit 8: Family Life Cycle</b></p> <p>Students will understand the basic pattern of familial development which follows predictable stages known as the family life cycle. Students will describe the stages and the roles/responsibilities of individuals and family members throughout the family life cycle including independence, coupling, marriage, childbearing, child rearing, launching adult children, and aging. Students will explore the life lessons and skills that result from transitioning through the family life cycle such as relationship-building, communication, caring for others, money management, etc. Students will recognize that at all stages of the family life cycle there are different challenges and rewards.</p>	<p>10 Periods 450 Minutes</p>	<p>(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe the stages of the family life cycle;</li> <li>(B) examine roles and responsibilities of individuals and family members throughout the family life cycle;</li> <li>(C) analyze financial considerations related to the family life cycle;</li> <li>(D) predict the impact of technological advances on families throughout the family life cycle; and</li> <li>(E) formulate a plan for effective management of technology on families throughout the family life cycle.</li> </ul>
<p><b>Unit 9: Individual and Family Crises</b></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</p>	<p>5 Periods 225 Minutes</p>	<p>(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) categorize types of crises and their effect on individuals and families;</li> </ul>



<p>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>		<ul style="list-style-type: none"> <li>(B) determine strategies for prevention and management of individual and family problems and crises;</li> <li>(C) identify resources and support systems that provide assistance to families in crisis;</li> <li>(D) assess management strategies and technology available to meet special needs of family members; and</li> <li>(E) summarize laws and public policies related to the family.</li> </ul>
<p><b>Unit 10: Stress-Management</b></p> <p>Students will recognize the typical stressors that effect individuals and families throughout time, and the impact that stress has on individuals and relationships. Students will learn about strategies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning.</p>	<p>5 Periods 225 Minutes</p>	<p>(11) The student determines stress-management techniques effective for individuals and families. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe the impact of stress on individuals and relationships;</li> <li>(B) identify factors contributing to stress;</li> <li>(C) practice creative techniques for managing stress; and</li> <li>(D) implement positive strategies for dealing with change.</li> </ul>
<p><b>Unit 11: Career Development</b></p> <p>This unit will help students better understand the various career opportunities within the cosmetology industry. Students will focus on expanding their knowledge about the education, training, and/or certification required to obtain employment in the industry. Students will research a career in</p>	<p>10 Periods 450 Minutes</p>	<p>(12) The student determines opportunities and preparation requirements for his or her chosen careers. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in his or her chosen field;</li> </ul>



<p>the Human Services Cluster to include education and training, job outlook, work environment, median pay, forecast for the industry, and related/similar occupations. Students will develop a career plan and portfolio designed to achieve their career goals and obtain employment within the human services industry.</p>		<p>(B) determine how interests, abilities, and personal priorities affect career choice; and</p> <p>(C) propose short- and long-term career goals.</p> <p>(14) The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:</p> <p>(A) determine the impact of career choice on family life;</p> <p>(B) describe the effect of family life on workplace productivity;</p> <p>(C) determine employment practices and trends that support families; and</p> <p>(D) explain how technology impacts career options and family roles.</p>
<p><b>Unit 12: Professional Development</b></p> <p>Students will identify and demonstrate the skills necessary for obtaining and retaining employment, including interviewing techniques and professional etiquette. Students will develop a career portfolio necessary to obtain employment in the lodging industry. Students will also practice the processes and complete associated paperwork required after an employment opportunity is accepted. Students will understand the professional ethics legal</p>	<p>10 Periods 450 Minutes</p>	<p>(13) The student develops professional skills and behavior. The student is expected to:</p> <p>(A) practice effective verbal, nonverbal, written, and electronic communication skills;</p> <p>(B) analyze the influence of cultural background on patterns of communication;</p> <p>(C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;</p> <p>(D) determine ethical practices in the workplace; and</p>



<p>responsibilities pertaining to the human services industry. Students will analyze ethical dilemmas in a variety of workplace situations to demonstrate professional reasoning through an ethical and moral lens.</p>		<p>(E) use leadership and team member skills in problem-solving situations.</p>
<p><b>Unit 13: Employability Skills</b></p> <p>This unit explores the professional standards and employability skills required by business and industry. Students will grow to understand that responsibility, time 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.). Students will grow to understand that responsibility, time management, organization, positive attitude, and good character have a large impact on employability and job retention. Students will also research and discuss leadership and teamwork opportunities and other benefits offered by CTSO and/or other extracurricular activities. While a basic understanding and development of employability skills will help students obtain employment, they will learn that developing leadership skills will aid them</p>	<p>10 Periods 450 Minutes</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) apply interpersonal communication skills in business and industry settings;</li> <li>(B) explain and recognize the value of collaboration within the workplace;</li> <li>(C) examine the importance of time management to succeed in the workforce;</li> <li>(D) identify work ethics and professionalism in a job setting; and</li> <li>(E) use problem-solving and critical-thinking skills.</li> </ul>





Human  
Services

in job retention and potential promotion opportunities.		
---	--	--