

To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for INTERSTU.

WHAT TO BRING

- several sharpened No. 2 pencils
- lined notebook paper

ABOUT THE EXAM

The examination for the first semester of Interpersonal Studies consists of 84 questions, of which 80 are multiple choice and the rest are short answer. The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. All TEKS are assessed. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our INTERSTU course is:

Ryder, Verdene & Harter, Marjorie B. (2010). *Contemporary Living*, (11th ed.). Tinley Park, IL: The Goodheart-Willcox Co., Inc., ISBN: 978-1-60525-134-9

Good luck on your examination!

INTERSTU CBE Review

Key Terms:

displacement	regression	projection
direct attack	dominant gene	self-esteem
security	birth defect	family life cycle
growth hormone	pituitary gland	puberty
emotional	philosophical	physical
cognitive	dopamine	discipline
logical consequences	principles	diversity
reflective listening	prejudice	ethnicity
“marriage gap”	nonhuman resources	human resources
society	morals	family structure
developmental regressions	management process	trust
heredity	stress	coping responses
short- and long-term goals	stereotype	culture
emotional maturity	goal	volunteerism
chromosomes	personal character	conformity
discrimination	stages of life	crisis
assistive technology (AT)	FERPA	triggers
Gestalt Theory	cliques	abuse

Do you know...?

- ...factors that affect personal identity, personality, and self-esteem?
- ...how the family influences the development of personal identity and self-esteem of all family members, including those with special needs?
- ...how to summarize the decision-making process?
- ...the responsibilities of living as an independent adult and how to achieve that kind of independence?
- ...the family's role in fostering abilities of its members to develop healthy relationships?
- ...the effects of cultural patterns on family relationships?
- ...the functions and roles of dating?
- ...the components of a successful marriage and the communication skills and behaviors that strengthen marriage?
- ...the function of individuals within the family?
- ...the effects of society demographic and economic trends on the individual and the family?
- ...how technology influences family functions and relationships?
- ...the different types of crises and their effect on individuals and families?
- ...laws and public policies related to the family?
- ...contributing factors and creative techniques for managing stress and change?
- ...positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership?
- ...the relationship between family and workplace?
- ...the six areas of growth?
- ...the behaviors and effects of bullying?
- ...steps for conflict resolution?

Texas Essential Knowledge and Skills
INTERSTU – Interpersonal Studies

TTU: INTERSTU CBE, v.1.0		
TEKS: §130.244. Interpersonal Studies (One-Half to One Credit).		
TEKS Requirement (Secondary)	Set A Question Numbers	Set B Question Numbers
§130.244 Interpersonal Studies.		
(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services.		
(b) Introduction.		
(1) This course 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.		
(2) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.		
(c) Knowledge and skills.		
(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;	1, 2, 3	1, 2, 3, 4, 73, 74
(B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs; and	1, 2, 3, 20, 48	1, 2, 3, 4, 41, 73, 74
(C) propose strategies that promote physical, emotional, intellectual, and social development.	1, 2, 3, 8, 13, 15, 31, 32, 33, 69	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 15, 69, 73, 74, 75
(2) The student determines short-term and long-term implications of personal decisions. The student is expected to:		
(A) summarize the decision-making process;	4, 5, 6, 7	11, 76, 79
(B) discuss consequences and responsibilities of decisions; and	4, 5, 6, 7, 72	12, 13, 14, 76, 79
(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.	9	14, 15, 76
(3) The student analyzes considerations related to the transition to independent adulthood. The student is expected to:		
(A) analyze adjustments related to achieving independence; and	18, 20	16
(B) explore responsibilities of living as an independent adult.	71, 72	19
(4) The student analyzes the family's role in relationship development. The student is expected to:		
(A) examine the development of relationships;	67, 68, 70, 75	16, 26, 66, 74
(B) investigate the family's role in fostering the abilities of its members to develop healthy relationships; and	12	16, 17, 65, 77
(C) analyze effects of cultural patterns on family relationships.	16	23, 25, 48, 77
(5) The student analyzes relationship development outside the family. The student is expected to:		
(A) explore ways to promote positive friendships;	17, 79	18, 23
(B) assess the influence of peers on the individual;	17, 76, 79	18, 19
(C) determine appropriate responses to authority figures; and	11, 19	20
(D) propose ways to promote an appreciation of diversity.	14, 21, 22, 26	21, 26
(6) The student determines factors related to marital success. The student is expected to:		
(A) discuss functions and roles of dating;	23	24, 53
(B) analyze components of a successful marriage; and	24, 76	22, 53, 64

(C) examine communication skills and behaviors that strengthen marriage.	24, 76	22, 52
(7) The student determines methods that promote an effective family unit. The student is expected to:		
(A) describe diverse family structures;	21, 22, 26, 77, 78	16, 17, 59
(B) identify the function of individuals within the family;	14, 25	59, 63
(C) compare functions of families in various cultures;	21, 22, 27, 28, 29, 78	16, 17
(D) predict the effects of societal, demographic, and economic trends on individuals and the family;	34, 35, 36, 37, 78	27, 60
(E) determine procedures for meeting individual and family needs through resource management;	42, 47	28
(F) explain how technology influences family functions and relationships; and	38	18
(G) determine the impact of effective family functioning on community and society.	39, 42, 73	33
(8) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:		
(A) describe the stages of the family life cycle;	40, 41	53, 54
(B) examine roles and responsibilities of individuals and family members throughout the family life cycle;	25, 30	33
(C) analyze financial considerations related to the family life cycle;	48	35
(D) predict the effects of technological advances on families throughout the family life cycle; and	43, 44	32, 36
(E) formulate a plan for effective management of technology on families throughout the family life cycle.	44	32, 36, 37
(9) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:		
(A) categorize types of crises and their effect on individuals and families;	45	39
(B) determine strategies for prevention and management of individual and family problems and crises;	45, 46, 47	39
(C) identify resources and support systems that provide assistance to families in crisis;	45, 46, 47	31
(D) assess management strategies and technology available to meet special needs of family members; and	48	32, 41, 58
(E) summarize laws and public policies related to the family.	49	41, 42
(10) The student determines stress-management techniques effective for individuals and families. The student is expected to:		
(A) describe the impact of stress on individuals and relationships;	50	38, 43
(B) identify factors contributing to stress;	50, 51, 53	43, 57
(C) practice creative techniques for managing stress; and	53	43
(D) implement positive strategies for dealing with change.	54, 55	40, 44, 56
(11) The student determines opportunities and preparation requirements for careers in counseling and mental health services. The student is expected to:		
(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in the field of counseling and mental health services;	56, 57, 58, 73, 74	47, 68
(B) determine how interests, abilities, and personal priorities affect career choice; and	64, 74	46, 47
(C) propose short-term and long-term career goals.	56, 57	30, 46, 60, 79
(12) The student exhibits employability skills. The student is expected to:		
(A) practice effective verbal, nonverbal, written, and electronic communication skills;	10, 80	54, 55, 75
(B) analyze the influence of cultural background on patterns of communication;	58	62
(C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;	62, 63, 74, 80	34, 67, 76
(D) determine ethical practices in the workplace; and	60, 61	49, 70
(E) use leadership and team member skills in problem-solving situations.	62, 63	55, 73, 78

(13) The student analyzes management practices facilitating individuals assuming multiple family, community, and wage-earner roles. The student is expected to:		
(A) determine the impact of career choice on family life;	65	30, 45, 50, 80
(B) describe the effect of family life on workplace productivity;		51
(C) determine employment practices and trends that support families; and	65, 75	72
(D) explain how technology impacts career options and family roles.	66	36, 37

Source: The provisions of this §130.244 adopted to be effective August 23, 2010, 34 TexReg 5929.