

TTUISD - TEKS Tracker

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TTUISD: Interpersonal Studies (v.1.0) (INTERSTU)					
TEKS: §130.244. Interpersonal Studies (One-Half to One Credit)					
Textbook: Ryder, V. and Harter, M. <i>Contemporary Living, 11th Edition</i> (2010) ISBN 978-1-60525-131-8					
TEKS Requirement (Secondary)	Sem. A	Curriculum Guide Lesson #	Textbook Chapter/Page #	Bloom's Taxonomy	
§130.244 Interpersonal Studies (One-Half to One Credit).					
(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;	A	Lesson 1.1, 1.2	pp. 29-39; 424-430	Analyze	
(B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs; and	A	Lesson 1.1, 1.2, 1.3	pp. 29-39; 67-68	Analyze	
(C) propose strategies that promote physical, emotional, intellectual, and social development.	A	Lesson 1.1-1.6	pp. 29-39; 52-55	Evaluate	
(2) The student determines short-term and long-term implications of personal decisions. The student is expected to:					
(A) summarize the decision-making process;	A	Lesson 2.1-2.5	pp. 76-81; 93-98	Apply	
(B) discuss consequences and responsibilities of decisions; and	A	Lesson 2.2, 2.3, 2.5	pp. 108-112	Apply	
(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.	A	Lesson 2.5	pp. 108-112	Evaluate	
(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	A	Lesson 5.1-5.5	pp. 211-239	Analyze	
(B) explore responsibilities of living as an independent adult.	A	Lesson 5.2	p. 60; 71-76; 580	Apply	
(4) The student analyzes the family's role in relationship development. The student is expected to:					
(A) examine the development of relationships;	A	Lesson 3.1	pp. 284-302	Analyze	
(B) investigate the family's role in fostering the abilities of its members to develop healthy relationships; and	A	Lesson 3.1, 3.2	pp. 284-302	Analyze	
(C) analyze effects of cultural patterns on family relationships.	A	Lesson 3.2-3.4	pp. 284-302	Analyze	
(5) The student analyzes relationship development outside the family. The student is expected to:					
(A) explore ways to promote positive friendships;	A	Lesson 4.1, 4.2	pp. 247-302	Analyze	
(B) assess the influence of peers on the individual;	A	Lesson 4.1 - 4.4	p. 286	Evaluate	
(C) determine appropriate responses to authority figures; and	A	Lesson 4.1, 4.4	pp. 247-302	Apply	
(D) propose ways to promote an appreciation of diversity.	A	Lesson 4.4	p. 36; 442-443	Create	
(6) The student determines factors related to marital success. The student is expected to:					
(A) discuss functions and roles of dating;	A	Lesson 6.1 - 6.4	pp. 283-349	Apply	
(B) analyze components of a successful marriage; and	A	Lesson 6.4, 6.5	pp. 283-289; 351	Analyze	
(C) examine communication skills and behaviors that strengthen marriage.	A	Lesson 6.5	pp. 288-289; 351	Analyze	
(7) The student determines methods that promote an effective family unit. The student is expected to:					
(A) describe diverse family structures;	A	Lesson 7.1	pp. 351-372	Understand	
(B) identify the function of individuals within the family;	A	Lesson 7.1	pp. 351-372	Understand	
(C) compare functions of families in various cultures;	A	Lesson 10.2	pp. 351-372; 68	Apply	
(D) predict the effects of societal, demographic, and economic trends on individuals and the family;	A	Lesson 5.1, 9.3	pp. 249-254; 600-603	Evaluate	
(E) determine procedures for meeting individual and family needs through resource management;	A	Lesson 7.2	p. 60; 72-76; 580; 211-239	Apply	
(F) explain how technology influences family functions and relationships; and	A	Lesson 10.4	p. 53; 219-234; 211-239	Apply	
(G) determine the impact of effective family functioning on community and society.	A	Lesson 7.4	pp. 72-76; 60; 580	Apply	
(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;	A	Lesson 7.1, 7.2	pp. 357-378	Understand	

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(B) examine roles and responsibilities of individuals and family members throughout the family life cycle;		A	Lesson 7.1-7.4	pp. 376-378	Analyze
(C) analyze financial considerations related to the family life cycle;		A	Lesson 5.3, 7.1-7.4	pp. 602-603; 652-658	Analyze
(D) predict the effects of technological advances on families throughout the family life cycle; and		A	Lesson 10.4	pp. 58-59; 485	Create
(E) formulate a plan for effective management of technology on families throughout the family life cycle.		A	Lesson 10.4	pp. 58-59; 485; 249-254	Create
(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;		A	Lesson 8.5	pp. 491-519; 527	Understand
(B) determine strategies for prevention and management of individual and family problems and crises;		A	Lesson 8.5	pp. 168-169	Apply
(C) identify resources and support systems that provide assistance to families in crisis;		A	Lesson 8.5	pp. 401-525	Understand
(D) assess management strategies and technology available to meet special needs of family members; and		A	Lesson 8.5	p. 477; 485	Evaluate
(E) summarize laws and public policies related to the family.		A	Lesson 9.4, 9.5	pp. 473-484; 120-127; 643	Apply
(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;		A	Lesson 8.1-8.3	pp. 491-525; 167-171	Understand
(B) identify factors contributing to stress;		A	Lesson 8.1, 8.2	pp. 167-171	Understand
(C) practice creative techniques for managing stress; and		A	Lesson 8.3	pp. 170-171	Apply
(D) implement positive strategies for dealing with change.		A	Lesson 8.4	pp. 167-177	Apply
(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;		A	Lesson 11.1-11.4	pp. 24-127; 500-525	Apply
(B) determine how interests, abilities, and personal priorities affect career choice; and		A	Lesson 11.1	p. 120; 118-146	Apply
(C) propose short-term and long-term career goals.		A	Lesson 11.3	p. 118; 122	Create
(12) The student exhibits employability skills. The student is expected to:					
(A) practice effective verbal, nonverbal, written, and electronic communication skills;		A	Lesson 10.1	pp. 118-146; 253-258, 247-263	Apply
(B) analyze the influence of cultural background on patterns of communication;		A	Lesson 10.2	pp. 351-372	Analyze
(C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;		A	Lesson 10.3	pp. 268-278	Apply
(D) determine ethical practices in the workplace; and		A	Lesson 10.6	pp. 142-143; 44; 118-146	Apply
(E) use leadership and team member skills in problem-solving situations.		A	Lesson 10.5-10.6	pp. 129-132; 42; 144	Apply
(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;		A	Lesson 9.1	pp. 469-486; 602-603	Apply
(B) describe the effect of family life on workplace productivity;		A	Lesson 9.4	pp. 129-132; 475-479	Apply
(C) determine employment practices and trends that support families; and		A	Lesson 9.1, 9.2	pp. 478-479; 56-57; 125-129	Apply
(D) explain how technology impacts career options and family roles.		A	Lesson 10.4	p. 58; 249; 254	Analyze
<i>Source: The provisions of this §130.244 adopted to be effective August 23, 2010, 34 TexReg 5929.</i>					