

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.272. Principles of Human Services (One Credit), Adopted 2015
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business and industry settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics/professionalism in a job setting	(i) identify work ethics/professionalism in a job setting
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(i) develop problem-solving skills

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(ii) develop critical-thinking skills
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities	(i) explain responsible decision making consistent with personal needs
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities	(ii) explain responsible decision making consistent with personal wants
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities	(iii) explain responsible decision making consistent with personal values
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities	(iv) explain responsible decision making consistent with personal priorities
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities	(v) practice responsible decision making consistent with personal needs
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities	(vi) practice responsible decision making consistent with personal wants

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities	(vii) practice responsible decision making consistent with personal values
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities	(viii) practice responsible decision making consistent with personal priorities
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(B) develop measurable short- and long-term goals for personal and professional life	(i) develop measurable short-term goals for personal life
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(B) develop measurable short- and long-term goals for personal and professional life	(ii) develop measurable short-term goals for professional life
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(B) develop measurable short- and long-term goals for personal and professional life	(iii) develop measurable long-term goals for personal life
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(B) develop measurable short- and long-term goals for personal and professional life	(iv) develop measurable long-term goals for professional life
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(C) demonstrate personal-management skills needed for productivity	(i) demonstrate personal-management skills needed for productivity

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(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(D) practice ethical and appropriate methods of conflict resolution	(i) practice ethical methods of conflict resolution
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(D) practice ethical and appropriate methods of conflict resolution	(ii) practice appropriate methods of conflict resolution
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(E) investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings	(i) investigate the significance of grooming in personal settings
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(E) investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings	(ii) investigate the significance of grooming in professional settings
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(E) investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings	(iii) investigate the significance of appearance in personal settings
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(E) investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings	(iv) investigate the significance of appearance in professional settings
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(E) investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings	(v) investigate the significance of appropriate apparel selection in personal settings

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(E) investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings	(vi) investigate the significance of appropriate apparel selection in professional settings
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(F) analyze the relationship of wellness to personal and professional productivity	(i) analyze the relationship of wellness to personal productivity
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(F) analyze the relationship of wellness to personal and professional productivity	(ii) analyze the relationship of wellness to professional productivity
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(G) determine personal and professional implications of substance abuse	(i) determine personal implications of substance abuse
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(G) determine personal and professional implications of substance abuse	(ii) determine professional implications of substance abuse
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(H) demonstrate apparel maintenance and repair skills that enhance appearance in personal and professional settings	(i) demonstrate apparel maintenance skills that enhance appearance in personal settings
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(H) demonstrate apparel maintenance and repair skills that enhance appearance in personal and professional settings	(ii) demonstrate apparel maintenance skills that enhance appearance in professional settings

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(H) demonstrate apparel maintenance and repair skills that enhance appearance in personal and professional settings	(iii) demonstrate apparel repair skills that enhance appearance in personal settings
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(H) demonstrate apparel maintenance and repair skills that enhance appearance in personal and professional settings	(iv) demonstrate apparel repair skills that enhance appearance in professional settings
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(I) practice leadership skills such as participation in career and technical student organizations	(i) practice leadership skills
(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:	(J) demonstrate effective communication skills	(i) demonstrate effective communication skills
(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:	(A) apply the decision-making process in planning the allocation and use of finances	(i) apply the decision-making process in planning the allocation of finances
(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:	(A) apply the decision-making process in planning the allocation and use of finances	(ii) apply the decision-making process in planning the use of finances
(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:	(B) use technology to manage resources	(i) use technology to manage resources

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(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:	(C) examine sustainable consumer buying techniques that promote effective use of resources	(i) examine sustainable consumer buying techniques that promote effective use of resources
(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:	(D) describe rewards, demands, and future trends in consumer service careers	(i) describe rewards in consumer service careers
(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:	(D) describe rewards, demands, and future trends in consumer service careers	(ii) describe demands in consumer service careers
(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:	(D) describe rewards, demands, and future trends in consumer service careers	(iii) describe future trends in consumer service careers
(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:	(E) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(i) identify employment opportunities in the areas of personal interest
(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:	(E) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(ii) identify entrepreneurial opportunities in the areas of personal interest
(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:	(E) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(iii) identify preparation requirements in the areas of personal interest

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(A) identify types of crises	(i) identify types of crises
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(B) determine appropriate responses, management strategies, and available technology to meet individual and family needs	(i) determine appropriate responses to meet individual needs
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(B) determine appropriate responses, management strategies, and available technology to meet individual and family needs	(ii) determine appropriate responses to meet family needs
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(B) determine appropriate responses, management strategies, and available technology to meet individual and family needs	(iii) determine management strategies to meet individual needs
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(B) determine appropriate responses, management strategies, and available technology to meet individual and family needs	(iv) determine management strategies to meet family needs
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(B) determine appropriate responses, management strategies, and available technology to meet individual and family needs	(v) determine available technology to meet individual needs

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(B) determine appropriate responses, management strategies, and available technology to meet individual and family needs	(vi) determine available technology to meet family needs
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(C) determine effects of crisis on individuals and families	(i) determine effects of crisis on individuals
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(C) determine effects of crisis on individuals and families	(ii) determine effects of crisis on families
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(D) predict crises typical of various stages of the life cycle	(i) predict crises typical of various stages of the life cycle
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(E) identify the contributing factors of stress and how those factors impact individuals and relationships	(i) identify the contributing factors of stress
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(E) identify the contributing factors of stress and how those factors impact individuals and relationships	(ii) identify how [the contributing factors of stress] impact individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(E) identify the contributing factors of stress and how those factors impact individuals and relationships	(iii) identify how [the contributing factors of stress] impact relationships
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(F) investigate causes, prevention, and treatment of domestic violence	(i) investigate causes of domestic violence
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(F) investigate causes, prevention, and treatment of domestic violence	(ii) investigate prevention of domestic violence
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(F) investigate causes, prevention, and treatment of domestic violence	(iii) investigate treatment of domestic violence
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(G) describe rewards, demands, and future trends in counseling and mental health services	(i) describe rewards in counseling services
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(G) describe rewards, demands, and future trends in counseling and mental health services	(ii) describe rewards in mental health services

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(G) describe rewards, demands, and future trends in counseling and mental health services	(iii) describe demands in counseling services
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(G) describe rewards, demands, and future trends in counseling and mental health services	(iv) describe demands in mental health services
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(G) describe rewards, demands, and future trends in counseling and mental health services	(v) describe future trends in counseling services
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(G) describe rewards, demands, and future trends in counseling and mental health services	(vi) describe future trends in mental health services
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(H) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(i) identify employment opportunities in the areas of personal interest
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(H) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(ii) identify entrepreneurial opportunities in the areas of personal interest

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:	(H) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(iii) identify preparation requirements in the areas of personal interest
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(A) identify the basic needs of children	(i) identify the basic needs of children
(5) 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	(i) analyze the responsibilities of caregivers for promoting the safety of children
(5) 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	(ii) analyze the responsibilities of caregivers for promoting the development of children
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(C) determine developmentally appropriate guidance techniques for children	(i) determine developmentally appropriate guidance techniques for children
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(D) investigate causes, preventions, and treatment of child abuse	(i) investigate causes of child abuse

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(D) investigate causes, preventions, and treatment of child abuse	(ii) investigate preventions of child abuse
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(D) investigate causes, preventions, and treatment of child abuse	(iii) investigate treatment of child abuse
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(E) describe rewards, demands, and future trends in early childhood development and services	(i) describe rewards in early childhood development
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(E) describe rewards, demands, and future trends in early childhood development and services	(ii) describe rewards in early childhood services
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(E) describe rewards, demands, and future trends in early childhood development and services	(iii) describe demands in early childhood development
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(E) describe rewards, demands, and future trends in early childhood development and services	(iv) describe demands in early childhood services

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(E) describe rewards, demands, and future trends in early childhood development and services	(v) describe future trends in early childhood development
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(E) describe rewards, demands, and future trends in early childhood development and services	(vi) describe future trends in early childhood services
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(i) identify employment opportunities in the areas of personal interest
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(ii) identify entrepreneurial opportunities in the areas of personal interest
(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:	(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(iii) identify preparation requirements in the areas of personal interest
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(A) identify the basic functions of the family, including roles and responsibilities	(i) identify the basic functions of the family, including roles

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(A) identify the basic functions of the family, including roles and responsibilities	(ii) identify the basic functions of the family, including responsibilities
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(B) investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members	(i) investigate societal factors affecting the responsibilities of family members
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(B) investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members	(ii) investigate cultural factors affecting the responsibilities of family members
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(B) investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members	(iii) investigate demographic factors affecting the responsibilities of family members
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(B) investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members	(iv) investigate economic factors affecting the responsibilities of family members
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(C) analyze the multiple roles and responsibilities assumed by individuals within the family	(i) analyze the multiple roles assumed by individuals within the family
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(C) analyze the multiple roles and responsibilities assumed by individuals within the family	(ii) analyze the multiple responsibilities assumed by individuals within the family

Knowledge and Skill Statement	Student Expectation	Breakout
(6) 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	(i) investigate community service opportunities
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(E) analyze dietary practices across the life span	(i) analyze dietary practices across the life span
(6) 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	(i) explain the impact of nutrition on development over the life span
(6) 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	(ii) explain the impact of nutrition on wellness over the life span
(6) 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	(iii) explain the impact of nutrition on productivity over the life span
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(G) prepare nutritious snacks or meals that contribute to wellness and productivity through the life span	(i) prepare nutritious snacks or meals that contribute to wellness through the life span
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(G) prepare nutritious snacks or meals that contribute to wellness and productivity through the life span	(ii) prepare nutritious snacks or meals that contribute to productivity through the life span

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(H) describe rewards, demands, and future trends in family and community services	(i) describe rewards in family services
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(H) describe rewards, demands, and future trends in family and community services	(ii) describe rewards in community services
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(H) describe rewards, demands, and future trends in family and community services	(iii) describe demands in family services
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(H) describe rewards, demands, and future trends in family and community services	(iv) describe demands in community services
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(H) describe rewards, demands, and future trends in family and community services	(v) describe future trends in family services
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(H) describe rewards, demands, and future trends in family and community services	(vi) describe future trends in community services
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(I) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(i) identify employment opportunities in the areas of personal interest

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(I) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(ii) identify entrepreneurial opportunities in the areas of personal interest
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:	(I) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(iii) identify preparation requirements in the areas of personal interest
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(A) describe factors influencing apparel selection	(i) describe factors influencing apparel selection
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(B) analyze apparel selection practices that accommodate personal needs, including age, lifestyle, special needs, and career	(i) analyze apparel selection practices that accommodate personal needs, including age
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(B) analyze apparel selection practices that accommodate personal needs, including age, lifestyle, special needs, and career	(ii) analyze apparel selection practices that accommodate personal needs, including lifestyle
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(B) analyze apparel selection practices that accommodate personal needs, including age, lifestyle, special needs, and career	(iii) analyze apparel selection practices that accommodate personal needs, including special needs
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(B) analyze apparel selection practices that accommodate personal needs, including age, lifestyle, special needs, and career	(iv) analyze apparel selection practices that accommodate personal needs, including career

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(C) interpret and use information on apparel care labels	(i) interpret information on apparel care labels
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(C) interpret and use information on apparel care labels	(ii) use information on apparel care labels
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(D) demonstrate safety practices when using and caring for apparel construction tools and equipment	(i) demonstrate safety practices when using apparel construction tools
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(D) demonstrate safety practices when using and caring for apparel construction tools and equipment	(ii) demonstrate safety practices when using apparel construction equipment
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(D) demonstrate safety practices when using and caring for apparel construction tools and equipment	(iii) demonstrate safety practices when caring for apparel construction tools
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(D) demonstrate safety practices when using and caring for apparel construction tools and equipment	(iv) demonstrate safety practices when caring for apparel construction equipment
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(E) demonstrate simple clothing repair and alteration techniques	(i) demonstrate simple clothing repair techniques

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(E) demonstrate simple clothing repair and alteration techniques	(ii) demonstrate simple clothing alteration techniques
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(F) describe rewards, demands, and future trends in fashion design	(i) describe rewards in fashion design
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(F) describe rewards, demands, and future trends in fashion design	(ii) describe demands in fashion design
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(F) describe rewards, demands, and future trends in fashion design	(iii) describe future trends in fashion design
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(G) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(i) identify employment opportunities in the areas of personal interest
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(G) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(ii) identify entrepreneurial opportunities in the areas of personal interest
(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:	(G) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(iii) identify preparation requirements in the areas of personal interest

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(A) describe priorities and needs that influence interior design decisions	(i) describe priorities that influence interior design decisions
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(A) describe priorities and needs that influence interior design decisions	(ii) describe needs that influence interior design decisions
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(B) identify the elements and principles of design used in interiors	(i) identify the elements of design used in interiors
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(B) identify the elements and principles of design used in interiors	(ii) identify the principles of design used in interiors
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(C) describe safe use and care of interior furnishings and equipment	(i) describe safe use of interior furnishings
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(C) describe safe use and care of interior furnishings and equipment	(ii) describe safe use of interior equipment
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(C) describe safe use and care of interior furnishings and equipment	(iii) describe safe care of interior furnishings

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(C) describe safe use and care of interior furnishings and equipment	(iv) describe safe care of interior equipment
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(D) identify maintenance and safety practices that affect interiors	(i) identify maintenance practices that affect interiors
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(D) identify maintenance and safety practices that affect interiors	(ii) identify safety practices that affect interiors
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(E) discuss cultural, demographic, societal, and economic factors that influence interior design trends	(i) discuss cultural factors that influence interior design trends
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(E) discuss cultural, demographic, societal, and economic factors that influence interior design trends	(ii) discuss demographic factors that influence interior design trends
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(E) discuss cultural, demographic, societal, and economic factors that influence interior design trends	(iii) discuss societal factors that influence interior design trends
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(E) discuss cultural, demographic, societal, and economic factors that influence interior design trends	(iv) discuss economic factors that influence interior design trends

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(F) describe rewards, demands, and future trends in interior design	(i) describe rewards in interior design
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(F) describe rewards, demands, and future trends in interior design	(ii) describe demands in interior design
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(F) describe rewards, demands, and future trends in interior design	(iii) describe future trends in interior design
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(G) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(i) identify employment opportunities in the areas of personal interest
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(G) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(ii) identify entrepreneurial opportunities in the areas of personal interest
(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:	(G) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(iii) identify preparation requirements in the areas of personal interest
(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	(A) explore new and emerging technologies that may affect personal care services	(i) explore new technologies that may affect personal care services

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	(A) explore new and emerging technologies that may affect personal care services	(ii) explore emerging technologies that may affect personal care services
(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	(B) investigate the specific state requirements for licensure in personal care services	(i) investigate the specific state requirements for licensure in personal care services
(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	(C) create records, including electronic records, of client services to retrieve personal care client information	(i) create records, including electronic records, of client services to retrieve personal care client information
(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	(D) examine different types of media to achieve maximum impact on targeted client populations	(i) examine different types of media to achieve maximum impact on targeted client populations
(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	(E) describe rewards, demands, and future trends in personal care services	(i) describe rewards in personal care services
(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	(E) describe rewards, demands, and future trends in personal care services	(ii) describe demands in personal care services
(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	(E) describe rewards, demands, and future trends in personal care services	(ii) describe future trends in personal care services

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(i) identify employment opportunities in the areas of personal interest
(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(ii) identify entrepreneurial opportunities in the areas of personal interest
(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:	(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest	(iii) identify preparation requirements in the areas of personal interest

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.273. Dollars and Sense (One-Half Credit), Adopted 2015
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: Principles of Human Services. Students shall be awarded one-half credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business and industry settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(i) identify work ethics in a job setting
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(ii) identify professionalism in a job setting

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(i) develop problem-solving skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(ii) develop critical-thinking skills
(2) 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:	(A) analyze the economic rights and responsibilities of individuals as consumers	(i) analyze the economic rights of individuals as consumers
(2) 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:	(A) analyze the economic rights and responsibilities of individuals as consumers	(ii) analyze the economic responsibilities of individuals as consumers
(2) 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:	(B) apply management, planning skills, and processes to organize tasks and responsibilities	(i) apply management to organize tasks

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(2) 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:</p>	<p>(B) apply management, planning skills, and processes to organize tasks and responsibilities</p>	<p>(ii) apply management to organize responsibilities</p>
<p>(2) 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:</p>	<p>(B) apply management, planning skills, and processes to organize tasks and responsibilities</p>	<p>(iii) apply planning skills to organize tasks</p>
<p>(2) 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:</p>	<p>(B) apply management, planning skills, and processes to organize tasks and responsibilities</p>	<p>(iv) apply planning skills to organize responsibilities</p>
<p>(2) 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:</p>	<p>(B) apply management, planning skills, and processes to organize tasks and responsibilities</p>	<p>(v) apply processes to organize tasks</p>
<p>(2) 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:</p>	<p>(B) apply management, planning skills, and processes to organize tasks and responsibilities</p>	<p>(vi) apply processes to organize responsibilities</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(2) 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:</p>	<p>(C) develop and apply multiple strategies for individuals and families to make choices to satisfy needs and wants</p>	<p>(i) develop multiple strategies for individuals to make choices to satisfy needs</p>
<p>(2) 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:</p>	<p>(C) develop and apply multiple strategies for individuals and families to make choices to satisfy needs and wants</p>	<p>(ii) develop multiple strategies for individuals to make choices to satisfy wants</p>
<p>(2) 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:</p>	<p>(C) develop and apply multiple strategies for individuals and families to make choices to satisfy needs and wants</p>	<p>(iii) apply multiple strategies for individuals to make choices to satisfy needs</p>
<p>(2) 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:</p>	<p>(C) develop and apply multiple strategies for individuals and families to make choices to satisfy needs and wants</p>	<p>(iv) apply multiple strategies for individuals to make choices to satisfy wants</p>
<p>(2) 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:</p>	<p>(C) develop and apply multiple strategies for individuals and families to make choices to satisfy needs and wants</p>	<p>(v) develop multiple strategies for families to make choices to satisfy wants</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(2) 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	(vi) develop multiple strategies for families to make choices to satisfy needs
(2) 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	(vii) apply multiple strategies for families to make choices to satisfy wants
(2) 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	(viii) apply multiple strategies for families to make choices to satisfy needs
(2) 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:	(D) analyze the consequences of an economic decision made by an individual consumer such as the decisions to provide safe and nutritious food, clothing, housing, health care, recreation, and transportation	(i) analyze the consequences of an economic decision made by an individual consumer
(2) 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:	(E) analyze the impact of media and technological advances on family and consumer decisions	(i) analyze the impact of media on family decisions

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(2) 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:</p>	<p>(E) analyze the impact of media and technological advances on family and consumer decisions</p>	<p>(ii) analyze the impact of technological advances on family decisions</p>
<p>(2) 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:</p>	<p>(E) analyze the impact of media and technological advances on family and consumer decisions</p>	<p>(iii) analyze the impact of media on consumer decisions</p>
<p>(2) 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:</p>	<p>(E) analyze the impact of media and technological advances on family and consumer decisions</p>	<p>(iv) analyze the impact of technological advances on consumer decisions</p>
<p>(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:</p>	<p>(A) evaluate the need for personal and family financial planning, including maintaining a budget, expense records, and economic self-sufficiency</p>	<p>(i) evaluate the need for personal financial planning, including maintaining a budget</p>
<p>(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:</p>	<p>(A) evaluate the need for personal and family financial planning, including maintaining a budget, expense records, and economic self-sufficiency</p>	<p>(ii) evaluate the need for family financial planning, including maintaining a budget</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(3) 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 maintaining a budget, expense records, and economic self-sufficiency	(iii) evaluate the need for personal financial planning, including maintaining expense records
(3) 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 maintaining a budget, expense records, and economic self-sufficiency	(iv) evaluate the need for family financial planning, including maintaining expense records
(3) 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 maintaining a budget, expense records, and economic self-sufficiency	(v) evaluate the need for personal financial planning, including maintaining economic self-sufficiency
(3) 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 maintaining a budget, expense records, and economic self-sufficiency	(vi) evaluate the need for family financial planning, including maintaining economic self-sufficiency
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(B) compare types of loans available to consumers and distinguish criteria for becoming a low-risk borrower	(i) compare types of loans available to consumers
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(B) compare types of loans available to consumers and distinguish criteria for becoming a low-risk borrower	(ii) distinguish criteria for becoming a low-risk borrower

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(C) connect mathematics to the understanding of interest, including avoiding and eliminating credit card debt	(i) connect mathematics to the understanding of interest, including avoiding credit card debt
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(C) connect mathematics to the understanding of interest, including avoiding and eliminating credit card debt	(ii) connect mathematics to the understanding of interest, including eliminating credit card debt
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(D) collect evidence and data related to implementing a savings program, the time value of money, and retirement planning	(i) collect evidence and data related to implementing a savings program
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(D) collect evidence and data related to implementing a savings program, the time value of money, and retirement planning	(ii) collect evidence and data related to the time value of money
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(D) collect evidence and data related to implementing a savings program, the time value of money, and retirement planning	(iii) collect evidence and data related to retirement planning
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(E) explore how to be a prudent investor in the stock market and other investment options	(i) explore how to be a prudent investor in the stock market

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(E) explore how to be a prudent investor in the stock market and other investment options	(ii) explore how to be a prudent investor in other investment options
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(F) investigate the benefits of charitable giving	(i) investigate the benefits of charitable giving
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(G) compare types of banks, credit unions, and virtual banks available to consumers and the benefits of maintaining financial accounts	(i) compare types of banks, credit unions, and virtual banks available to consumers
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(G) compare types of banks, credit unions, and virtual banks available to consumers and the benefits of maintaining financial accounts	(ii) compare the benefits of maintaining financial accounts
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(H) demonstrate the ability to maintain financial records	(i) demonstrate the ability to maintain financial records
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(I) investigate bankruptcy laws, including ways to avoid bankruptcy	(i) investigate bankruptcy laws, including ways to avoid bankruptcy

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(J) apply management principles to decisions about insurance for individuals and families	(i) apply management principles to decisions about insurance for individuals
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(J) apply management principles to decisions about insurance for individuals and families	(ii) apply management principles to decisions about insurance for families
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(K) evaluate personal and legal documents related to managing individual and family finances such as birth certificates, medical records, social security cards, financial records, and property records	(i) evaluate personal documents related to managing individual finances
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(K) evaluate personal and legal documents related to managing individual and family finances such as birth certificates, medical records, social security cards, financial records, and property records	(ii) evaluate legal documents related to managing individual finances
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(K) evaluate personal and legal documents related to managing individual and family finances such as birth certificates, medical records, social security cards, financial records, and property records	(iii) evaluate personal documents related to managing family finances
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(K) evaluate personal and legal documents related to managing individual and family finances such as birth certificates, medical records, social security cards, financial records, and property records	(iv) evaluate legal documents related to managing family finances

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(L) demonstrate the ability to use calculators, spreadsheets, computers, and software in data analysis relating to finance	(i) demonstrate the ability to use calculators in data analysis relating to finance
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(L) demonstrate the ability to use calculators, spreadsheets, computers, and software in data analysis relating to finance	(ii) demonstrate the ability to use spreadsheets in data analysis relating to finance
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(L) demonstrate the ability to use calculators, spreadsheets, computers, and software in data analysis relating to finance	(iii) demonstrate the ability to use computers in data analysis relating to finance
(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:	(L) demonstrate the ability to use calculators, spreadsheets, computers, and software in data analysis relating to finance	(iv) demonstrate the ability to use software in data analysis relating to finance
(4) The student demonstrates effective consumer skills related to housing needs. The student is expected to:	(A) explain consumer rights and responsibilities associated with renting or buying a home	(i) explain consumer rights associated with renting or buying a home
(4) The student demonstrates effective consumer skills related to housing needs. The student is expected to:	(A) explain consumer rights and responsibilities associated with renting or buying a home	(ii) explain consumer responsibilities associated with renting or buying a home

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates effective consumer skills related to housing needs. The student is expected to:	(B) analyze legal and financial aspects of purchasing and leasing housing	(i) analyze legal aspects of purchasing housing
(4) The student demonstrates effective consumer skills related to housing needs. The student is expected to:	(B) analyze legal and financial aspects of purchasing and leasing housing	(ii) analyze legal aspects of leasing housing
(4) The student demonstrates effective consumer skills related to housing needs. The student is expected to:	(B) analyze legal and financial aspects of purchasing and leasing housing	(iii) analyze financial aspects of purchasing housing
(4) The student demonstrates effective consumer skills related to housing needs. The student is expected to:	(B) analyze legal and financial aspects of purchasing and leasing housing	(iv) analyze financial aspects of leasing housing
(4) The student demonstrates effective consumer skills related to housing needs. The student is expected to:	(C) propose money-management skills necessary to make the transition from renting to home ownership	(i) propose money-management skills necessary to make the transition from renting to home ownership
(5) 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	(i) analyze individual responsibilities in relation to environmental trends
(5) 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	(ii) analyze individual responsibilities in relation to environmental issues

Knowledge and Skill Statement	Student Expectation	Breakout
(5) 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	(iii) analyze family responsibilities in relation to environmental trends
(5) 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	(iv) analyze family responsibilities in relation to environmental issues
(5) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:	(B) summarize environmental trends and issues affecting families and future generations	(i) summarize environmental trends affecting families
(5) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:	(B) summarize environmental trends and issues affecting families and future generations	(ii) summarize environmental trends affecting future generations
(5) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:	(B) summarize environmental trends and issues affecting families and future generations	(iii) summarize environmental issues affecting families
(5) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:	(B) summarize environmental trends and issues affecting families and future generations	(iv) summarize environmental issues affecting future generations
(5) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:	(C) demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment	(i) demonstrate behaviors that conserve resources to maintain the environment

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:	(C) demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment	(ii) demonstrate behaviors that reuse resources to maintain the environment
(5) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:	(C) demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment	(iii) demonstrate behaviors that recycle resources to maintain the environment
(5) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:	(D) explain governmental regulations for conserving natural resources	(i) explain governmental regulations for conserving natural resources
(6) The student analyzes relationships between the economic system and consumer actions. The student is expected to:	(A) analyze economic effects of laws and regulations that pertain to consumers and providers of services	(i) analyze economic effects of laws and regulations that pertain to consumers
(6) The student analyzes relationships between the economic system and consumer actions. The student is expected to:	(A) analyze economic effects of laws and regulations that pertain to consumers and providers of services	(ii) analyze economic effects of laws and regulations that pertain to providers of services
(6) The student analyzes relationships between the economic system and consumer actions. The student is expected to:	(B) identify types of taxes at the local, state, and national levels and the economic importance of each	(i) identify types of taxes at the local level
(6) The student analyzes relationships between the economic system and consumer actions. The student is expected to:	(B) identify types of taxes at the local, state, and national levels and the economic importance of each	(ii) identify types of taxes at the state level

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student analyzes relationships between the economic system and consumer actions. The student is expected to:	(B) identify types of taxes at the local, state, and national levels and the economic importance of each	(iii) identify types of taxes at the national level
(6) The student analyzes relationships between the economic system and consumer actions. The student is expected to:	(B) identify types of taxes at the local, state, and national levels and the economic importance of each	(iv) identify the economic importance of each [type of taxes]
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(i) evaluate employment options, including salaries
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(ii) evaluate employment options, including benefits
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(iii) compare employment options, including salaries
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(i) compare employment options, including benefits
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(B) compare rewards and demands for various levels of employment in a variety of careers	(i) compare rewards for various levels of employment in a variety of careers

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(B) compare rewards and demands for various levels of employment in a variety of careers	(ii) compare demands for various levels of employment in a variety of careers
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(C) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(i) determine how interests affect career choices
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(C) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(ii) determine how abilities affect career choices
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(C) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(iii) determine how personal priorities affect career choices
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(C) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(iv) determine how family responsibilities affect career choices
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(D) determine continuing education opportunities that enhance career advancement and promote lifelong learning	(i) determine continuing education opportunities that enhance career advancement
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(D) determine continuing education opportunities that enhance career advancement and promote lifelong learning	(ii) determine continuing education opportunities that promote lifelong learning

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(E) use presentation skills to communicate and apply knowledge of careers in consumer services	(i) use presentation skills to communicate knowledge of careers in consumer services
(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:	(E) use presentation skills to communicate and apply knowledge of careers in consumer services	(ii) use presentation skills to apply knowledge of careers in consumer services
(8) The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to:	(A) explain the roles and functions of individuals engaged in consumer services careers	(i) explain the roles of individuals engaged in consumer services careers
(8) The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to:	(A) explain the roles and functions of individuals engaged in consumer services careers	(ii) explain the functions of individuals engaged in consumer services careers
(8) The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to:	(B) analyze opportunities for employment and entrepreneurial endeavors	(i) analyze opportunities for employment endeavors
(8) The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to:	(B) analyze opportunities for employment and entrepreneurial endeavors	(ii) analyze opportunities for entrepreneurial endeavors
(8) The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to:	(C) summarize education and training requirements for consumer services careers	(i) summarize education requirements for consumer services careers

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to:	(C) summarize education and training requirements for consumer services careers	(ii) summarize training requirements for consumer services careers
(8) The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to:	(D) investigate professional organizations for consumer services	(i) investigate professional organizations for consumer services

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.274. Lifetime Nutrition and Wellness (One-Half Credit), Adopted 2015
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, or Principles of Health Science. Students shall be awarded one-half credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(i) identify work ethics in a job setting

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(ii) identify professionalism in a job setting
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(i) develop problem-solving skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(ii) develop critical-thinking skills
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(i) classify nutrients
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(ii) classify [the] functions [of nutrients]
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iii) classify [the] food sources [of nutrients]
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	(iv) compare the nutritive value of various foods

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(i) assess the effects of nutritional intake on health
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(ii) assess the effects of nutritional intake on appearance
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(iii) assess the effects of nutritional intake on effective job performance
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	(iv) assess the effects of nutritional intake on personal life
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(i) analyze various dietary guidelines throughout the life cycle, including pregnancy
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(ii) analyze various dietary guidelines throughout the life cycle, including infancy
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(iii) analyze various dietary guidelines throughout the life cycle, including childhood

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(iv) analyze various dietary guidelines throughout the life cycle, including late adulthood
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	(v) apply various dietary guidelines throughout the life cycle
(2) The student understands the role of nutrients in the body. The student is expected to:	(D) compare personal food intake to recommended dietary guidelines	(i) compare personal food intake to recommended dietary guidelines
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(A) describe the processes of digestion and metabolism	(i) describe the [process] of digestion
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(A) describe the processes of digestion and metabolism	(ii) describe the [process] of metabolism
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(i) calculate basal metabolism
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(ii) calculate activity metabolism

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(iii) explain basal metabolism
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(iv) explain activity metabolism
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(v) explain factors that affect [basal metabolism]
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	(vi) explain factors that affect [activity metabolism]
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(i) apply knowledge of digestion when making decisions related to food intake
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(ii) apply knowledge of digestion when making decisions related to physical fitness
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(iii) apply knowledge of metabolism when making decisions related to food intake

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	(iv) apply knowledge of metabolism when making decisions related to physical fitness
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(D) locate community resources that promote physical activity and fitness	(i) locate community resources that promote physical activity
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(D) locate community resources that promote physical activity and fitness	(ii) locate community resources that promote fitness
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management	(i) explain the relationship of activity levels to health and wellness, including weight management
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management	(ii) explain the relationship of caloric intake to health and wellness, including weight management
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(A) research the long-term effects of food choices	(i) research the long-term effects of food choices
(4) 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	(i) outline strategies for prevention of diet-related diseases

Knowledge and Skill Statement	Student Expectation	Breakout
(4) 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	(ii) outline strategies for treatment of diet-related diseases
(4) 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	(iii) outline strategies for management of diet-related diseases
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(i) determine the effects of food allergies on individual health
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(ii) determine the effects of food allergies on family health
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(iii) determine the effects of food intolerances on individual health
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	(iv) determine the effects of food intolerances on family health

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(i) plan diets based on life cycle
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(ii) plan diets based on activity level
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iii) plan diets based on nutritional needs
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(iv) plan diets based on portion control
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	(v) plan diets based on food budget
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(E) develop examples of therapeutic diets	(i) develop examples of therapeutic diets
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances	(i) analyze advertising claims with the recommendations of the Recommended Dietary Allowances

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances	(ii) analyze fad diets with the recommendations of the Recommended Dietary Allowances
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(G) analyze current lifestyle habits that may increase health risks	(i) analyze current lifestyle habits that may increase health risks
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(H) identify community programs that provide nutrition and wellness services	(i) identify community programs that provide nutrition services
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(H) identify community programs that provide nutrition and wellness services	(ii) identify community programs that provide wellness services
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(I) examine the nutritional value of fast foods and convenience foods	(i) examine the nutritional value of fast foods
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(I) examine the nutritional value of fast foods and convenience foods	(ii) examine the nutritional value of convenience foods
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(J) read and interpret food labels	(i) read food labels

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(J) read and interpret food labels	(ii) interpret food labels
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(K) examine and explain nutritional serving sizes	(i) examine nutritional serving sizes
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(K) examine and explain nutritional serving sizes	(ii) explain nutritional serving sizes
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(L) compare organic and green food choices	(i) compare organic food choices
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(L) compare organic and green food choices	(ii) compare green food choices
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(M) determine sustainable food choices and their impact on society	(i) determine sustainable food choices
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(M) determine sustainable food choices and their impact on society	(ii) determine [the] impact [of sustainable food choices] on society

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(i) demonstrate safe practices in the use of food
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ii) demonstrate safe practices in the use of equipment
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iii) demonstrate safe practices in the care of food
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(iv) demonstrate safe practices in the care of equipment
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(v) demonstrate safe practices in the storage of food
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vi) demonstrate safe practices in the storage of equipment
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(vii) demonstrate sanitary practices in the use of food
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(viii) demonstrate sanitary practices in the use of equipment
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(ix) demonstrate sanitary practices in the care of food

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(x) demonstrate sanitary practices in the care of equipment
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xi) demonstrate sanitary practices in the storage of food
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	(xii) demonstrate sanitary practices in the storage of equipment
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(i) explain types of food-borne illnesses
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	(ii) explain prevention of food-borne illnesses
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(i) practice appropriate dress in food preparation
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	(ii) practice appropriate personal hygiene in food preparation
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(A) read and comprehend standard recipes	(i) read standard recipes
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(A) read and comprehend standard recipes	(ii) comprehend standard recipes

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(i) correctly use standard measuring techniques
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	(ii) correctly use standard measuring equipment
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(C) demonstrate correct food-preparation techniques, including nutrient retention	(i) demonstrate correct food-preparation techniques, including nutrient retention
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(D) use food-buying strategies such as calculating food costs, planning food budgets, and creating grocery lists	(i) use food-buying strategies
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(E) demonstrate food-preparation techniques to reduce overall fat and calories	(i) demonstrate food-preparation techniques to reduce overall fat
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(E) demonstrate food-preparation techniques to reduce overall fat and calories	(ii) demonstrate food-preparation techniques to reduce calories
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(F) practice etiquette, food presentation, and table service appropriate for specific situations	(i) practice etiquette appropriate for specific situations
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(F) practice etiquette, food presentation, and table service appropriate for specific situations	(ii) practice food presentation appropriate for specific situations

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(F) practice etiquette, food presentation, and table service appropriate for specific situations	(iii) practice table service appropriate for specific situations
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(G) apply food-storage principles	(i) apply food-storage principles
(7) The student demonstrates effective work habits. The student is expected to:	(A) participate as an effective team member by demonstrating cooperation and responsibility	(i) participate as an effective team member by demonstrating cooperation
(7) The student demonstrates effective work habits. The student is expected to:	(A) participate as an effective team member by demonstrating cooperation and responsibility	(ii) participate as an effective team member by demonstrating responsibility
(7) The student demonstrates effective work habits. The student is expected to:	(B) apply effective practices for managing time and energy to complete tasks on time	(i) apply effective practices for managing time to complete tasks on time
(7) The student demonstrates effective work habits. The student is expected to:	(B) apply effective practices for managing time and energy to complete tasks on time	(ii) apply effective practices for managing energy to complete tasks on time
(7) The student demonstrates effective work habits. The student is expected to:	(C) practice problem solving using leadership and teamwork skills	(i) practice problem solving using leadership skills
(7) The student demonstrates effective work habits. The student is expected to:	(C) practice problem solving using leadership and teamwork skills	(ii) practice problem solving using teamwork skills
(7) The student demonstrates effective work habits. The student is expected to:	(D) use presentation skills to communicate and apply knowledge about careers in consumer services	(i) use presentation skills to communicate

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student demonstrates effective work habits. The student is expected to:	(D) use presentation skills to communicate and apply knowledge about careers in consumer services	(ii) use presentation skills to apply knowledge about careers in consumer services
(8) The student investigates careers in nutrition. The student is expected to:	(A) compare and contrast education or training needed for careers in nutrition	(i) compare and contrast education or training needed for careers in nutrition
(8) The student investigates careers in nutrition. The student is expected to:	(B) establish personal short- and long-term career goals	(i) establish personal short-term career goals
(8) The student investigates careers in nutrition. The student is expected to:	(B) establish personal short- and long-term career goals	(ii) establish personal long-term career goals
(8) The student investigates careers in nutrition. The student is expected to:	(C) analyze entrepreneurial opportunities in nutrition	(i) analyze entrepreneurial opportunities in nutrition
(8) The student investigates careers in nutrition. The student is expected to:	(D) apply a problem-solving approach to a business challenge or opportunity to improve sustainability efforts while maintaining or increasing profits and/or organizational health	(i) apply a problem-solving approach to a business challenge or opportunity to improve sustainability efforts while maintaining or increasing profits and/or organizational health

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.275. Interpersonal Studies (One-Half Credit), Adopted 2015
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training. Students shall be awarded one-half credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) 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.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(i) identify work ethics in a job setting

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(ii) identify professionalism in a job setting
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) use problem-solving and critical-thinking skills	(i) use problem-solving skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) use problem-solving and critical-thinking skills	(ii) use critical-thinking skills
(2) The student evaluates factors related to personal development. The student is expected to:	(A) investigate factors that affect personal identity, personality, and self-esteem	(i) investigate factors that affect personal identity
(2) The student evaluates factors related to personal development. The student is expected to:	(A) investigate factors that affect personal identity, personality, and self-esteem	(ii) investigate factors that affect personality
(2) The student evaluates factors related to personal development. The student is expected to:	(A) investigate factors that affect personal identity, personality, and self-esteem	(iii) investigate factors that affect self-esteem
(2) The student evaluates factors related to personal development. The student is expected to:	(B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs	(i) analyze how the family influences the development of personal identity of all family members, including those with special needs

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student evaluates factors related to personal development. The student is expected to:	(B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs	(ii) analyze how the family influences the development of self-esteem of all family members, including those with special needs
(2) The student evaluates factors related to personal development. The student is expected to:	(C) propose strategies that promote physical, emotional, intellectual, and social development	(i) propose strategies that promote physical development
(2) The student evaluates factors related to personal development. The student is expected to:	(C) propose strategies that promote physical, emotional, intellectual, and social development	(ii) propose strategies that promote emotional development
(2) The student evaluates factors related to personal development. The student is expected to:	(C) propose strategies that promote physical, emotional, intellectual, and social development	(iii) propose strategies that promote intellectual development
(2) The student evaluates factors related to personal development. The student is expected to:	(C) propose strategies that promote physical, emotional, intellectual, and social development	(iv) propose strategies that promote social development
(3) The student determines short- and long-term implications of personal decisions. The student is expected to:	(A) summarize the decision-making process	(i) summarize the decision-making process
(3) The student determines short- and long-term implications of personal decisions. The student is expected to:	(B) discuss consequences and responsibilities of decisions	(i) discuss consequences of decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student determines short- and long-term implications of personal decisions. The student is expected to:	(B) discuss consequences and responsibilities of decisions	(ii) discuss responsibilities of decisions
(3) The student determines short- and long-term implications of personal decisions. The student is expected to:	(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole	(i) evaluate the effect of decisions on health
(3) The student determines short- and long-term implications of personal decisions. The student is expected to:	(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole	(ii) evaluate the effect of decisions on well-being
(3) The student determines short- and long-term implications of personal decisions. The student is expected to:	(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole	(iii) evaluate the effect of decisions on family
(3) The student determines short- and long-term implications of personal decisions. The student is expected to:	(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole	(iv) evaluate the effect of decisions on interpersonal relationships
(3) The student determines short- and long-term implications of personal decisions. The student is expected to:	(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole	(v) evaluate the effect of decisions on employment
(3) The student determines short- and long-term implications of personal decisions. The student is expected to:	(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole	(vi) evaluate the effect of decisions on society as a whole

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student analyzes considerations related to the transition to independent adulthood. The student is expected to:	(A) analyze adjustments related to achieving independence	(i) analyze adjustments related to achieving independence
(4) The student analyzes considerations related to the transition to independent adulthood. The student is expected to:	(B) explore responsibilities of living as an independent adult	(ii) explore responsibilities of living as an independent adult
(5) The student analyzes the family's role in relationship development. The student is expected to:	(A) examine the development of relationships	(iii) examine the development of relationships
(5) The student analyzes the family's role in relationship development. The student is expected to:	(B) investigate the family's role in fostering the abilities of its members to develop healthy relationships	(i) investigate the family's role in fostering the abilities of its members to develop healthy relationships
(5) The student analyzes the family's role in relationship development. The student is expected to:	(C) analyze effects of cultural patterns on family relationships	(i) analyze effects of cultural patterns on family relationships
(6) The student analyzes relationship development outside the family. The student is expected to:	(A) explore ways to promote positive friendships	(i) explore ways to promote positive friendships
(6) The student analyzes relationship development outside the family. The student is expected to:	(B) assess the influence of peers on the individual	(i) assess the influence of peers on the individual
(6) The student analyzes relationship development outside the family. The student is expected to:	(C) determine appropriate responses to authority figures	(i) determine appropriate responses to authority figures

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student analyzes relationship development outside the family. The student is expected to:	(D) propose ways to promote an appreciation of diversity	(i) propose ways to promote an appreciation of diversity
(7) The student determines factors related to marital success. The student is expected to:	(A) discuss reasons for dating and the impact of social media on dating	(i) discuss reasons for dating
(7) The student determines factors related to marital success. The student is expected to:	(A) discuss reasons for dating and the impact of social media on dating	(ii) discuss the impact of social media on dating
(7) The student determines factors related to marital success. The student is expected to:	(B) analyze components of a successful marriage	(i) analyze components of a successful marriage
(7) The student determines factors related to marital success. The student is expected to:	(C) examine communication skills and behaviors that strengthen marriage	(i) examine communication skills that strengthen marriage
(7) The student determines factors related to marital success. The student is expected to:	(C) examine communication skills and behaviors that strengthen marriage	(ii) examine behaviors that strengthen marriage
(8) The student determines methods that promote an effective family unit. The student is expected to:	(A) describe diverse family structures	(i) describe diverse family structures
(8) The student determines methods that promote an effective family unit. The student is expected to:	(B) identify the function of individuals within the family	(i) identify the function of individuals within the family
(8) The student determines methods that promote an effective family unit. The student is expected to:	(C) compare functions of families in various cultures	(i) compare functions of families in various cultures

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student determines methods that promote an effective family unit. The student is expected to:	(D) predict the effects of societal, demographic, and economic trends on individuals and the family	(i) predict the effects of societal trends on individuals
(8) The student determines methods that promote an effective family unit. The student is expected to:	(D) predict the effects of societal, demographic, and economic trends on individuals and the family	(ii) predict the effects of societal trends on the family
(8) The student determines methods that promote an effective family unit. The student is expected to:	(D) predict the effects of societal, demographic, and economic trends on individuals and the family	(iii) predict the effects of demographic trends on individuals
(8) The student determines methods that promote an effective family unit. The student is expected to:	(D) predict the effects of societal, demographic, and economic trends on individuals and the family	(iv) predict the effects of demographic trends on the family
(8) The student determines methods that promote an effective family unit. The student is expected to:	(D) predict the effects of societal, demographic, and economic trends on individuals and the family	(v) predict the effects of economic trends on individuals
(8) The student determines methods that promote an effective family unit. The student is expected to:	(D) predict the effects of societal, demographic, and economic trends on individuals and the family	(vi) predict the effects of economic trends on the family
(8) The student determines methods that promote an effective family unit. The student is expected to:	(E) determine procedures for meeting individual and family needs through resource management	(i) determine procedures for meeting individual needs through resource management
(8) The student determines methods that promote an effective family unit. The student is expected to:	(E) determine procedures for meeting individual and family needs through resource management	(ii) determine procedures for meeting family needs through resource management
(8) The student determines methods that promote an effective family unit. The student is expected to:	(F) explain how technology such as social media influences family functions and relationships	(i) explain how technology influences family functions

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student determines methods that promote an effective family unit. The student is expected to:	(F) explain how technology such as social media influences family functions and relationships	(ii) explain how technology influences family relationships
(8) The student determines methods that promote an effective family unit. The student is expected to:	(G) determine the impact of effective family functioning on community and society	(i) determine the impact of effective family functioning on community
(8) The student determines methods that promote an effective family unit. The student is expected to:	(G) determine the impact of effective family functioning on community and society	(ii) determine the impact of effective family functioning on society
(9) 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	(i) describe the stages of the family life cycle
(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:	(B) examine roles and responsibilities of individuals and family members throughout the family life cycle	(i) examine roles of individuals throughout the family life cycle
(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:	(B) examine roles and responsibilities of individuals and family members throughout the family life cycle	(ii) examine responsibilities of individuals throughout the family life cycle
(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:	(B) examine roles and responsibilities of individuals and family members throughout the family life cycle	(iii) examine roles of family members throughout the family life cycle

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:	(B) examine roles and responsibilities of individuals and family members throughout the family life cycle	(iv) examine responsibilities of family members throughout the family life cycle
(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:	(C) analyze financial considerations related to the family life cycle	(i) analyze financial considerations related to the family life cycle
(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:	(D) predict the impact of technological advances on families throughout the family life cycle	(i) predict the impact of technological advances on families throughout the family life cycle
(9) 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	(i) formulate a plan for effective management of technology on families throughout the family life cycle
(10) 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	(i) categorize types of crises
(10) 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	(ii) categorize [the] effect [of crises] on individuals

Knowledge and Skill Statement	Student Expectation	Breakout
(10) 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	(iii) categorize [the] effect [of crises] on families
(10) 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	(i) determine strategies for prevention of individual problems
(10) 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	(ii) determine strategies for prevention of individual crises
(10) 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	(iii) determine strategies for management of individual problems
(10) 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	(iv) determine strategies for management of individual crises
(10) 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	(v) determine strategies for prevention of family problems

Knowledge and Skill Statement	Student Expectation	Breakout
(10) 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	(vi) determine strategies for prevention of family crises
(10) 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	(vii) determine strategies for management of family problems
(10) 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	(viii) determine strategies for management of family crises
(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:	(C) identify resources and support systems that provide assistance to families in crisis	(i) identify resources that provide assistance to families in crisis
(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:	(C) identify resources and support systems that provide assistance to families in crisis	(ii) identify support systems that provide assistance to families in crisis
(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:	(D) assess management strategies and technology available to meet special needs of family members	(i) assess management strategies available to meet special needs of family members

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:	(D) assess management strategies and technology available to meet special needs of family members	(ii) assess technology available to meet special needs of family members
(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:	(E) summarize laws and public policies related to the family	(i) summarize laws related to the family
(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:	(E) summarize laws and public policies related to the family	(ii) summarize public policies related to the family
(11) 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	(i) describe the impact of stress on individuals
(11) 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	(ii) describe the impact of stress on relationships
(11) The student determines stress-management techniques effective for individuals and families. The student is expected to:	(B) identify factors contributing to stress	(i) identify factors contributing to stress

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student determines stress-management techniques effective for individuals and families. The student is expected to:	(C) practice creative techniques for managing stress	(i) practice creative techniques for managing stress
(11) The student determines stress-management techniques effective for individuals and families. The student is expected to:	(D) implement positive strategies for dealing with change	(i) implement positive strategies for dealing with change
(12) The student determines opportunities and preparation requirements for his or her chosen careers. The student is expected to:	(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in his or her chosen field	(i) determine employment opportunities for careers in his or her chosen field
(12) The student determines opportunities and preparation requirements for his or her chosen careers. The student is expected to:	(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in his or her chosen field	(ii) determine entrepreneurial opportunities for careers in his or her chosen field
(12) The student determines opportunities and preparation requirements for his or her chosen careers. The student is expected to:	(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in his or her chosen field	(iii) determine preparation requirements for careers in his or her chosen field
(12) The student determines opportunities and preparation requirements for his or her chosen careers. The student is expected to:	(B) determine how interests, abilities, and personal priorities affect career choice	(i) determine how interests affect career choice
(12) The student determines opportunities and preparation requirements for his or her chosen careers. The student is expected to:	(B) determine how interests, abilities, and personal priorities affect career choice	(ii) determine how abilities affect career choice

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student determines opportunities and preparation requirements for his or her chosen careers. The student is expected to:	(B) determine how interests, abilities, and personal priorities affect career choice	(iii) determine how personal priorities affect career choice
(12) The student determines opportunities and preparation requirements for his or her chosen careers. The student is expected to:	(C) propose short- and long-term career goals	(i) propose short-term career goals
(12) The student determines opportunities and preparation requirements for his or her chosen careers. The student is expected to:	(C) propose short- and long-term career goals	(ii) propose long-term career goals
(13) The student develops professional skills and behavior. The student is expected to:	(A) practice effective verbal, nonverbal, written, and electronic communication skills	(i) practice effective verbal communication skills
(13) The student develops professional skills and behavior. The student is expected to:	(A) practice effective verbal, nonverbal, written, and electronic communication skills	(ii) practice effective nonverbal communication skills
(13) The student develops professional skills and behavior. The student is expected to:	(A) practice effective verbal, nonverbal, written, and electronic communication skills	(iii) practice effective written communication skills
(13) The student develops professional skills and behavior. The student is expected to:	(A) practice effective verbal, nonverbal, written, and electronic communication skills	(iv) practice effective electronic communication skills
(13) The student develops professional skills and behavior. The student is expected to:	(B) analyze the influence of cultural background on patterns of communication	(i) analyze the influence of cultural background on patterns of communication

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student develops professional skills and behavior. The student is expected to:	(C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership	(i) practice positive interpersonal skills, including conflict resolution
(13) The student develops professional skills and behavior. The student is expected to:	(C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership	(ii) practice positive interpersonal skills, including negotiation
(13) The student develops professional skills and behavior. The student is expected to:	(C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership	(iii) practice positive interpersonal skills, including teamwork
(13) The student develops professional skills and behavior. The student is expected to:	(C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership	(iv) practice positive interpersonal skills, including leadership
(13) The student develops professional skills and behavior. The student is expected to:	(D) determine ethical practices in the workplace	(i) determine ethical practices in the workplace
(13) The student develops professional skills and behavior. The student is expected to:	(E) use leadership and team member skills in problem-solving situations	(i) use leadership skills in problem-solving situations
(13) The student develops professional skills and behavior. The student is expected to:	(E) use leadership and team member skills in problem-solving situations	(ii) use team member skills in problem-solving situations

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:	(A) determine the impact of career choice on family life	(i) determine the impact of career choice on family life
(14) The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:	(B) describe the effect of family life on workplace productivity	(i) describe the effect of family life on workplace productivity
(14) The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:	(C) determine employment practices and trends that support families	(i) determine employment practices that support families
(14) The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:	(C) determine employment practices and trends that support families	(ii) determine employment trends that support families
(14) The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:	(D) explain how technology impacts career options and family roles	(i) explain how technology impacts career options
(14) The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:	(D) explain how technology impacts career options and family roles	(ii) explain how technology impacts family roles

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.276. Counseling and Mental Health (One Credit), Adopted 2015
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Principles of Human Services. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) In Counseling and Mental Health, students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards or employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings
(1) The student demonstrates professional standards or employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings
(1) The student demonstrates professional standards or employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace
(1) The student demonstrates professional standards or employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace
(1) The student demonstrates professional standards or employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce
(1) The student demonstrates professional standards or employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(i) identify work ethics in a job setting

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards or employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(ii) identify professionalism in a job setting
(1) The student demonstrates professional standards or employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(i) develop problem-solving skills
(1) The student demonstrates professional standards or employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(ii) develop critical-thinking skills
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(A) evaluate the use of verbal and nonverbal language in a variety of mental health situations	(i) evaluate the use of verbal language in a variety of mental health situations
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(A) evaluate the use of verbal and nonverbal language in a variety of mental health situations	(ii) evaluate the use of nonverbal language in a variety of mental health situations
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(B) explain the nervous system of the human body	(i) explain the nervous system of the human body
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(C) identify societal perspectives related to mental health	(i) identify societal perspectives related to mental health

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(D) explain the physiological effects of stress and aging	(i) explain the physiological effects of stress
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(D) explain the physiological effects of stress and aging	(ii) explain the physiological effects of aging
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(E) distinguish the psychological aspects of health and wellness across the life span	(i) distinguish the psychological aspects of health across the life span
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(E) distinguish the psychological aspects of health and wellness across the life span	(ii) distinguish the psychological aspects of wellness across the life span
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(F) identify socioeconomic factors that influence mental health and care	(i) identify socioeconomic factors that influence mental health
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(F) identify socioeconomic factors that influence mental health and care	(ii) identify socioeconomic factors that influence mental care
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(G) compare social services such as drug dependency rehabilitation centers	(i) compare social services

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	(H) differentiate maladaptive conditions such as paranoia, schizophrenia, and aggression	(i) differentiate maladaptive conditions
(3) The student demonstrates verbal and nonverbal communication skills. The student is expected to:	(A) interpret verbal and nonverbal messages and adapt communication to the needs of the individual	(i) interpret verbal messages
(3) The student demonstrates verbal and nonverbal communication skills. The student is expected to:	(A) interpret verbal and nonverbal messages and adapt communication to the needs of the individual	(ii) interpret nonverbal messages
(3) The student demonstrates verbal and nonverbal communication skills. The student is expected to:	(A) interpret verbal and nonverbal messages and adapt communication to the needs of the individual	(iii) adapt communication to the needs of the individual
(3) The student demonstrates verbal and nonverbal communication skills. The student is expected to:	(B) demonstrate listening skills and techniques to minimize communication barriers	(i) demonstrate listening skills to minimize communication barriers
(3) The student demonstrates verbal and nonverbal communication skills. The student is expected to:	(B) demonstrate listening skills and techniques to minimize communication barriers	(ii) demonstrate techniques to minimize communication barriers
(3) The student demonstrates verbal and nonverbal communication skills. The student is expected to:	(C) implement communication skills that are responsive rather than reactive	(i) implement communication skills that are responsive rather than reactive
(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:	(A) identify career opportunities related to mental health	(i) identify career opportunities related to mental health

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:	(B) research the role of the multidisciplinary team	(i) research the role of the multidisciplinary team
(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:	(C) justify the consequences of decisions	(i) justify the consequences of decisions
(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:	(D) demonstrate techniques of peer mediation, problem solving, and negotiation	(i) demonstrate techniques of peer mediation
(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:	(D) demonstrate techniques of peer mediation, problem solving, and negotiation	(ii) demonstrate techniques of problem solving
(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:	(D) demonstrate techniques of peer mediation, problem solving, and negotiation	(iii) demonstrate techniques of negotiation
(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:	(E) interpret, transcribe, and communicate mental health vocabulary	(i) interpret mental health vocabulary
(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:	(E) interpret, transcribe, and communicate mental health vocabulary	(ii) transcribe mental health vocabulary

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:	(E) interpret, transcribe, and communicate mental health vocabulary	(iii) communicate mental health vocabulary
(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:	(F) investigate treatment options	(i) investigate treatment options
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(A) display ethical practices and the principles of confidentiality	(i) display ethical practices
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(A) display ethical practices and the principles of confidentiality	(ii) display the principles of confidentiality
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(i) research legal aspects of malpractice
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(ii) research legal aspects of negligence
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(iii) research legal aspects of liability

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(iv) research legal issues of malpractice
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(v) research legal issues of negligence
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(vi) research legal issues of liability
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(vii) describe legal aspects of malpractice
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(viii) describe legal aspects of negligence
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(ix) describe legal aspects of liability
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(x) describe legal issues of malpractice

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(xi) describe legal issues of negligence
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(B) research and describe legal aspects and issues of malpractice, negligence, and liability	(xii) describe legal issues of liability
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(C) examine a designated scope of practice of professionals	(i) examine a designated scope of practice of professionals
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(D) recognize client rights and choices and circumstances that alter client rights	(i) recognize client rights
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(D) recognize client rights and choices and circumstances that alter client rights	(ii) recognize client choices that alter client rights
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(D) recognize client rights and choices and circumstances that alter client rights	(iii) recognize circumstances that alter client rights
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(E) dramatize case studies related to client rights and choices	(i) dramatize case studies related to client rights

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(E) dramatize case studies related to client rights and choices	(ii) dramatize case studies related to client choices
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(F) review legislation that affects standards of client care	(i) review legislation that affects standards of client care
(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:	(G) describe regulatory agencies such as the Department of State Health Services and Department of Aging and Disability Services	(i) describe regulatory agencies
(6) The student maintains a safe environment to prevent hazardous situations. The student is expected to:	(A) recognize abusive situations	(i) recognize abusive situations
(6) The student maintains a safe environment to prevent hazardous situations. The student is expected to:	(B) anticipate and adapt to changing situations	(i) anticipate changing situations
(6) The student maintains a safe environment to prevent hazardous situations. The student is expected to:	(B) anticipate and adapt to changing situations	(ii) adapt to changing situations
(6) The student maintains a safe environment to prevent hazardous situations. The student is expected to:	(C) demonstrate appropriate actions in emergency situations	(i) demonstrate appropriate actions in emergency situations

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student maintains a safe environment to prevent hazardous situations. The student is expected to:	(D) practice personal and client safety	(i) practice personal safety
(6) The student maintains a safe environment to prevent hazardous situations. The student is expected to:	(D) practice personal and client safety	(ii) practice client safety
(7) The student analyzes the technology related to information services. The student is expected to:	(A) review the processes for collection and dissemination of health care data	(i) review the processes for collection of health care data
(7) The student analyzes the technology related to information services. The student is expected to:	(A) review the processes for collection and dissemination of health care data	(ii) review the processes for dissemination of health care data
(7) The student analyzes the technology related to information services. The student is expected to:	(B) classify equipment used in the delivery of mental health services	(i) classify equipment used in the delivery of mental health services
(7) The student analyzes the technology related to information services. The student is expected to:	(C) employ technology consistent with the student's level of training	(i) employ technology consistent with the student's level of training

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.277. Child Development (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(i) identify work ethics in a job setting

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(ii) identify professionalism in a job setting
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(i) develop problem-solving skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(ii) develop critical-thinking skills
(2) The student analyzes roles and responsibilities of parenting. The student is expected to:	(A) identify parenting skills and responsibilities	(i) identify parenting skills
(2) The student analyzes roles and responsibilities of parenting. The student is expected to:	(A) identify parenting skills and responsibilities	(ii) identify parenting responsibilities
(2) The student analyzes roles and responsibilities of parenting. The student is expected to:	(B) investigate the legal rights and responsibilities of parents	(i) investigate the legal rights of parents
(2) The student analyzes roles and responsibilities of parenting. The student is expected to:	(B) investigate the legal rights and responsibilities of parents	(ii) investigate the legal responsibilities of parents
(2) The student analyzes roles and responsibilities of parenting. The student is expected to:	(C) analyze relationship and communication skills needed for parenting	(i) analyze relationship skills needed for parenting

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes roles and responsibilities of parenting. The student is expected to:	(C) analyze relationship and communication skills needed for parenting	(ii) analyze communication skills needed for parenting
(2) The student analyzes roles and responsibilities of parenting. The student is expected to:	(D) explore the parental responsibilities of educating children	(i) explore the parental responsibilities of educating children
(3) The student examines the protection and safety of children. The student is expected to:	(A) recognize the signs of domestic violence	(i) recognize the signs of domestic violence
(3) The student examines the protection and safety of children. The student is expected to:	(B) demonstrate first aid and cardiopulmonary resuscitation skills	(i) demonstrate first aid skills
(3) The student examines the protection and safety of children. The student is expected to:	(B) demonstrate first aid and cardiopulmonary resuscitation skills	(ii) demonstrate cardiopulmonary resuscitation skills
(3) The student examines the protection and safety of children. The student is expected to:	(C) evaluate community resources relevant to the care and protection of children, including child care services, health care services, and organizations	(i) evaluate community resources relevant to the care of children, including child care services
(3) The student examines the protection and safety of children. The student is expected to:	(C) evaluate community resources relevant to the care and protection of children, including child care services, health care services, and organizations	(ii) evaluate community resources relevant to the protection of children, including child care services
(3) The student examines the protection and safety of children. The student is expected to:	(C) evaluate community resources relevant to the care and protection of children, including child care services, health care services, and organizations	(iii) evaluate community resources relevant to the care of children, including health care services

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student examines the protection and safety of children. The student is expected to:	(C) evaluate community resources relevant to the care and protection of children, including child care services, health care services, and organizations	(iv) evaluate community resources relevant to the protection of children, including health care services
(3) The student examines the protection and safety of children. The student is expected to:	(C) evaluate community resources relevant to the care and protection of children, including child care services, health care services, and organizations	(v) evaluate community resources relevant to the care of children, including organizations
(3) The student examines the protection and safety of children. The student is expected to:	(C) evaluate community resources relevant to the care and protection of children, including child care services, health care services, and organizations	(vi) evaluate community resources relevant to the protection of children, including organizations
(3) The student examines the protection and safety of children. The student is expected to:	(D) examine appropriate health care for children, including immunizations	(i) examine appropriate health care for children, including immunizations
(3) The student examines the protection and safety of children. The student is expected to:	(E) assess the safety of children's cribs, toys, clothing, and food	(i) assess the safety of children's cribs
(3) The student examines the protection and safety of children. The student is expected to:	(E) assess the safety of children's cribs, toys, clothing, and food	(ii) assess the safety of children's toys
(3) The student examines the protection and safety of children. The student is expected to:	(E) assess the safety of children's cribs, toys, clothing, and food	(iii) assess the safety of children's clothing
(3) The student examines the protection and safety of children. The student is expected to:	(E) assess the safety of children's cribs, toys, clothing, and food	(iv) assess the safety of children's food

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student examines the protection and safety of children. The student is expected to:	(F) discuss legislation and public policies affecting children	(i) discuss legislation affecting children
(3) The student examines the protection and safety of children. The student is expected to:	(F) discuss legislation and public policies affecting children	(ii) discuss public policies affecting children
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(A) identify signs and stages of pregnancy	(i) identify signs of pregnancy
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(A) identify signs and stages of pregnancy	(ii) identify stages of pregnancy
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(B) analyze the effect of environmental and hereditary factors on fetal development, including prenatal brain development	(i) analyze the effect of environmental factors on fetal development, including prenatal brain development
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(B) analyze the effect of environmental and hereditary factors on fetal development, including prenatal brain development	(ii) analyze the effect of hereditary factors on fetal development, including prenatal brain development
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(C) describe nutritional needs prior to and during pregnancy	(i) describe nutritional needs prior to pregnancy

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(C) describe nutritional needs prior to and during pregnancy	(ii) describe nutritional needs during pregnancy
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(D) analyze appropriate medical care and good health practices prior to and during pregnancy	(i) analyze appropriate medical care prior to pregnancy
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(D) analyze appropriate medical care and good health practices prior to and during pregnancy	(ii) analyze appropriate medical care during pregnancy
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(D) analyze appropriate medical care and good health practices prior to and during pregnancy	(iii) analyze good health practices prior to pregnancy
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(D) analyze appropriate medical care and good health practices prior to and during pregnancy	(iv) analyze good health practices during pregnancy
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(E) explore technological advances in prenatal care and development	(i) explore technological advances in prenatal care
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(E) explore technological advances in prenatal care and development	(ii) explore technological advances in prenatal development

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(F) analyze the process of labor and delivery	(i) analyze the process of labor
(4) The student investigates components of optimal prenatal care and development. The student is expected to:	(F) analyze the process of labor and delivery	(ii) analyze the process of delivery
(5) The student investigates strategies for optimizing the development of infants, including those with special needs. The student is expected to:	(A) explain the physical, emotional, social, and intellectual needs of the infant	(i) explain the physical needs of the infant
(5) The student investigates strategies for optimizing the development of infants, including those with special needs. The student is expected to:	(A) explain the physical, emotional, social, and intellectual needs of the infant	(ii) explain the emotional needs of the infant
(5) The student investigates strategies for optimizing the development of infants, including those with special needs. The student is expected to:	(A) explain the physical, emotional, social, and intellectual needs of the infant	(iii) explain the social needs of the infant
(5) The student investigates strategies for optimizing the development of infants, including those with special needs. The student is expected to:	(A) explain the physical, emotional, social, and intellectual needs of the infant	(iv) explain the intellectual needs of the infant
(5) The student investigates strategies for optimizing the development of infants, including those with special needs. The student is expected to:	(B) investigate the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships	(i) investigate the impact of the infant on the family

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student investigates strategies for optimizing the development of infants, including those with special needs. The student is expected to:	(C) identify typical growth and development of infants such as brain development	(i) identify typical growth of infants
(5) The student investigates strategies for optimizing the development of infants, including those with special needs. The student is expected to:	(C) identify typical growth and development of infants such as brain development	(ii) identify typical development of infants
(5) The student investigates strategies for optimizing the development of infants, including those with special needs. The student is expected to:	(D) identify appropriate nutritional needs for infants	(i) identify appropriate nutritional needs for infants
(5) The student investigates strategies for optimizing the development of infants, including those with special needs. The student is expected to:	(E) discuss the advantages of breast feeding	(i) discuss the advantages of breast feeding
(6) The student investigates strategies for optimizing the development of toddlers, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the toddler	(i) analyze the physical needs of the toddler
(6) The student investigates strategies for optimizing the development of toddlers, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the toddler	(ii) analyze the emotional needs of the toddler
(6) The student investigates strategies for optimizing the development of toddlers, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the toddler	(iii) analyze the social needs of the toddler

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student investigates strategies for optimizing the development of toddlers, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the toddler	(iv) analyze the intellectual needs of the toddler
(6) The student investigates strategies for optimizing the development of toddlers, including those with special needs. The student is expected to:	(B) create play activities such as mathematics, science, physical movement, outdoor play, art, and music that enhance a toddler's growth and development	(i) create play activities that enhance a toddler's growth
(6) The student investigates strategies for optimizing the development of toddlers, including those with special needs. The student is expected to:	(B) create play activities such as mathematics, science, physical movement, outdoor play, art, and music that enhance a toddler's growth and development	(ii) create play activities that enhance a toddler's development
(6) The student investigates strategies for optimizing the development of toddlers, including those with special needs. The student is expected to:	(C) identify patterns of typical growth and development of toddlers	(i) identify patterns of typical growth of toddlers
(6) The student investigates strategies for optimizing the development of toddlers, including those with special needs. The student is expected to:	(C) identify patterns of typical growth and development of toddlers	(ii) identify patterns of typical development of toddlers
(6) The student investigates strategies for optimizing the development of toddlers, including those with special needs. The student is expected to:	(D) prepare snacks or meals that meet appropriate nutritional guidelines for toddlers	(i) prepare snacks or meals that meet appropriate nutritional guidelines for toddlers
(7) The student analyzes the growth and development of preschool children, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the preschool child	(i) analyze the physical needs of the preschool child

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student analyzes the growth and development of preschool children, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the preschool child	(ii) analyze the emotional needs of the preschool child
(7) The student analyzes the growth and development of preschool children, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the preschool child	(iii) analyze the social needs of the preschool child
(7) The student analyzes the growth and development of preschool children, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the preschool child	(iv) analyze the intellectual needs of the preschool child
(7) The student analyzes the growth and development of preschool children, including those with special needs. The student is expected to:	(B) describe the role of play in a preschool child's growth and development	(i) describe the role of play in a preschool child's growth
(7) The student analyzes the growth and development of preschool children, including those with special needs. The student is expected to:	(B) describe the role of play in a preschool child's growth and development	(ii) describe the role of play in a preschool child's development
(7) The student analyzes the growth and development of preschool children, including those with special needs. The student is expected to:	(C) develop activities such as physical exercise or group play that meet developmental needs of preschool children	(i) develop activities that meet developmental needs of preschool children
(7) The student analyzes the growth and development of preschool children, including those with special needs. The student is expected to:	(D) prepare snacks or meals that meet appropriate nutritional guidelines for preschool children	(i) prepare snacks or meals that meet appropriate nutritional guidelines for preschool children

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student analyzes the growth and development of preschool children, including those with special needs. The student is expected to:	(E) identify appropriate licensing regulations for preschools	(i) identify appropriate licensing regulations for preschools
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the school-age child	(i) analyze the physical needs of the school-age child
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the school-age child	(ii) analyze the emotional needs of the school-age child
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the school-age child	(iii) analyze the social needs of the school-age child
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(A) analyze the physical, emotional, social, and intellectual needs of the school-age child	(iv) analyze the intellectual needs of the school-age child
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(B) assess the role of the school environment on the growth and development of the school-age child	(i) assess the role of the school environment on the growth of the school-age child
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(B) assess the role of the school environment on the growth and development of the school-age child	(ii) assess the role of the school environment on the development of the school-age child

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(C) evaluate the importance of individual and group identification to the growth and development of school-age children	(i) evaluate the importance of individual identification to the growth of school-age children
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(C) evaluate the importance of individual and group identification to the growth and development of school-age children	(ii) evaluate the importance of individual identification to the development of school-age children
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(C) evaluate the importance of individual and group identification to the growth and development of school-age children	(iii) evaluate the importance of group identification to the growth of school-age children
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(C) evaluate the importance of individual and group identification to the growth and development of school-age children	(iv) evaluate the importance of group identification to the development of school-age children
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(D) develop appropriate activities for meeting developmental needs of school-age children such as physical exercise, language development, communication, listening skills, independence, conflict resolution, and self-discipline	(i) develop appropriate activities for meeting developmental needs of school-age children
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(E) create recipes for nutritious snacks or meals appropriate for preparation by school-age children	(i) create recipes for nutritious snacks or meals appropriate for preparation by school-age children

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(F) explore careers involving school-age children	(i) explore careers involving school-age children
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(G) discuss legislation and public policies affecting school-age children	(i) discuss legislation affecting school-age children
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(G) discuss legislation and public policies affecting school-age children	(ii) discuss public policies affecting school-age children
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(H) propose short- and long-term career goals in child development	(i) propose short-term career goals in child development
(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:	(H) propose short- and long-term career goals in child development	(ii) propose long-term career goals in child development

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.278. Child Guidance (Two Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services. Recommended prerequisite or corequisite: Child Development. Students shall be awarded two credits for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(i) identify work ethics in a job setting

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics and professionalism in a job setting	(ii) identify professionalism in a job setting
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(i) develop problem-solving skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(ii) develop critical-thinking skills
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(A) apply ethical codes of conduct in a child care setting	(i) apply ethical codes of conduct in a child care setting
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(B) create coherent written communication between parents and child care staff	(i) create coherent written communication between parents and child care staff
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(C) advocate for children when necessary	(i) advocate for children when necessary
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(D) comply with laws and regulations related to child care services	(i) comply with laws related to child care services

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(D) comply with laws and regulations related to child care services	(ii) comply with regulations related to child care services
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(E) determine potential uses and management of technology, media, and resources to foster healthy child development	(i) determine potential uses of technology to foster healthy child development
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(E) determine potential uses and management of technology, media, and resources to foster healthy child development	(ii) determine management of technology to foster healthy child development
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(E) determine potential uses and management of technology, media, and resources to foster healthy child development	(iii) determine potential uses of media to foster healthy child development
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(E) determine potential uses and management of technology, media, and resources to foster healthy child development	(iv) determine management of media to foster healthy child development
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(E) determine potential uses and management of technology, media, and resources to foster healthy child development	(v) determine potential uses of resources to foster healthy child development
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(E) determine potential uses and management of technology, media, and resources to foster healthy child development	(vi) determine management of resources to foster healthy child development

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(F) employ safeguards to prevent misuse and abuse of technology and media with children	(i) employ safeguards to prevent misuse of technology with children
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(F) employ safeguards to prevent misuse and abuse of technology and media with children	(ii) employ safeguards to prevent abuse of technology with children
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(F) employ safeguards to prevent misuse and abuse of technology and media with children	(iii) employ safeguards to prevent misuse of media with children
(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:	(F) employ safeguards to prevent misuse and abuse of technology and media with children	(iv) employ safeguards to prevent abuse of media with children
(3) The student analyzes child care options. The student is expected to:	(A) compare child care options for children of various ages	(i) compare child care options for children of various ages
(3) The student analyzes child care options. The student is expected to:	(B) compare and contrast the financial considerations of child care options	(i) compare and contrast the financial considerations of child care options
(3) The student analyzes child care options. The student is expected to:	(C) examine criteria for selecting quality child care	(i) examine criteria for selecting quality child care
(3) The student analyzes child care options. The student is expected to:	(D) review minimum standards for licensing and regulations for center-based and home-based programs	(i) review minimum standards for licensing for center-based programs

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student analyzes child care options. The student is expected to:	(D) review minimum standards for licensing and regulations for center-based and home-based programs	(ii) review regulations for center-based programs
(3) The student analyzes child care options. The student is expected to:	(D) review minimum standards for licensing and regulations for center-based and home-based programs	(iii) review minimum standards for licensing for home-based programs
(3) The student analyzes child care options. The student is expected to:	(D) review minimum standards for licensing and regulations for center-based and home-based programs	(iv) review regulations for home-based programs
(4) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:	(A) identify signs of good health and symptoms of illness in children	(i) identify signs of good health in children
(4) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:	(A) identify signs of good health and symptoms of illness in children	(ii) identify symptoms of illness in children
(4) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:	(B) practice child guidance techniques that contribute to the health and wellness of children such as adequate rest, exercise, safety, and sanitation	(i) practice child guidance techniques that contribute to the health and wellness of children
(4) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:	(C) apply procedures for creating safe environments for children	(i) apply procedures for creating safe environments for children

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:	(D) prepare nutritious snacks or meals for children following appropriate food guidelines	(i) prepare nutritious snacks or meals for children following appropriate food guidelines
(4) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:	(E) use resources available for managing the health care of children	(i) use resources available for managing the health care of children
(5) The student analyzes the effect of play in the development of children. The student is expected to:	(A) create examples of play that promote the physical, intellectual, emotional, and social development of children	(i) create examples of play that promote the physical development of children
(5) The student analyzes the effect of play in the development of children. The student is expected to:	(A) create examples of play that promote the physical, intellectual, emotional, and social development of children	(ii) create examples of play that promote the intellectual development of children
(5) The student analyzes the effect of play in the development of children. The student is expected to:	(A) create examples of play that promote the physical, intellectual, emotional, and social development of children	(iii) create examples of play that promote the emotional development of children
(5) The student analyzes the effect of play in the development of children. The student is expected to:	(A) create examples of play that promote the physical, intellectual, emotional, and social development of children	(iv) create examples of play that promote the social development of children
(5) The student analyzes the effect of play in the development of children. The student is expected to:	(B) implement strategies to encourage constructive and creative play	(i) implement strategies to encourage constructive play
(5) The student analyzes the effect of play in the development of children. The student is expected to:	(B) implement strategies to encourage constructive and creative play	(ii) implement strategies to encourage creative play

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:	(A) discuss the various types of guidance and the effects on children	(i) discuss the various types of guidance
(6) The student applies appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:	(A) discuss the various types of guidance and the effects on children	(ii) discuss the effects [of various types of guidance] on children
(6) The student applies appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:	(B) determine and apply appropriate guidance techniques	(i) determine appropriate guidance techniques
(6) The student applies appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:	(B) determine and apply appropriate guidance techniques	(ii) apply appropriate guidance techniques
(6) The student applies appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:	(C) distinguish between guidance techniques and abusive behavior	(i) distinguish between guidance techniques and abusive behavior
(7) The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:	(A) create and implement activities for the development of sensory skills	(i) create activities for the development of sensory skills

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:	(A) create and implement activities for the development of sensory skills	(ii) implement activities for the development of sensory skills
(7) The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:	(B) create and implement activities for the development of language skills	(i) create activities for the development of language skills
(7) The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:	(B) create and implement activities for the development of language skills	(ii) implement activities for the development of language skills
(7) The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:	(C) create and implement activities for the development of physical and motor skills	(i) create activities for the development of physical skills
(7) The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:	(C) create and implement activities for the development of physical and motor skills	(ii) create activities for the development of motor skills
(7) The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:	(C) create and implement activities for the development of physical and motor skills	(iii) implement activities for the development of physical skills

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:	(C) create and implement activities for the development of physical and motor skills	(iv) implement activities for the development of motor skills
(7) The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:	(D) create and implement activities for the development of social skills	(i) create activities for the development of social skills
(7) The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:	(D) create and implement activities for the development of social skills	(ii) implement activities for the development of social skills
(8) The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:	(A) create and implement lesson plans for the development of physical skills	(i) create lesson plans for the development of physical skills
(8) The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:	(A) create and implement lesson plans for the development of physical skills	(ii) implement lesson plans for the development of physical skills
(8) The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:	(B) create and implement lesson plans for the development of vocabulary and language skills	(i) create lesson plans for the development of vocabulary skills

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:	(B) create and implement lesson plans for the development of vocabulary and language skills	(ii) create lesson plans for the development of language skills
(8) The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:	(B) create and implement lesson plans for the development of vocabulary and language skills	(iii) implement lesson plans for the development of vocabulary skills
(8) The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:	(B) create and implement lesson plans for the development of vocabulary and language skills	(iv) implement lesson plans for the development of language skills
(8) The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:	(C) create and implement lesson plans for the development of appropriate mathematics skills	(i) create lesson plans for the development of appropriate mathematics skills
(8) The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:	(C) create and implement lesson plans for the development of appropriate mathematics skills	(ii) implement lesson plans for the development of appropriate mathematics skills
(8) The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:	(D) create and implement lesson plans for the development of appropriate science skills	(i) create lesson plans for the development of appropriate science skills

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:	(D) create and implement lesson plans for the development of appropriate science skills	(ii) implement lesson plans for the development of appropriate science skills
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(A) create and implement lesson plans for the development of physical skills	(i) create lesson plans for the development of physical skills
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(A) create and implement lesson plans for the development of physical skills	(ii) implement lesson plans for the development of physical skills
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(B) create and implement lesson plans for the development of reading and language skills	(i) create lesson plans for the development of reading skills
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(B) create and implement lesson plans for the development of reading and language skills	(ii) create lesson plans for the development of language skills
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(B) create and implement lesson plans for the development of reading and language skills	(iii) implement lesson plans for the development of reading skills

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(B) create and implement lesson plans for the development of reading and language skills	(iv) implement lesson plans for the development of language skills
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(C) create and implement lesson plans for the development of appropriate mathematics and problem-solving skills	(i) create lesson plans for the development of appropriate mathematics skills
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(C) create and implement lesson plans for the development of appropriate mathematics and problem-solving skills	(ii) create lesson plans for the development of appropriate problem-solving skills
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(C) create and implement lesson plans for the development of appropriate mathematics and problem-solving skills	(iii) implement lesson plans for the development of appropriate mathematics skills
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(C) create and implement lesson plans for the development of appropriate mathematics and problem-solving skills	(iv) implement lesson plans for the development of appropriate problem-solving skills
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(D) create and implement lesson plans for the development of appropriate science skills	(i) create lesson plans for the development of appropriate science skills

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:	(D) create and implement lesson plans for the development of appropriate science skills	(ii) implement lesson plans for the development of appropriate science skills
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(A) analyze the impact of career decisions on care giving	(i) analyze the impact of career decisions on care giving
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(B) propose short- and long-term career goals	(i) propose short-term career goals
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(B) propose short- and long-term career goals	(ii) propose long-term career goals
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(C) assess personal interests, aptitudes, and abilities needed in the child care profession	(i) assess personal interests needed in the child care profession
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(C) assess personal interests, aptitudes, and abilities needed in the child care profession	(ii) assess personal aptitudes needed in the child care profession
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(C) assess personal interests, aptitudes, and abilities needed in the child care profession	(iii) assess personal abilities needed in the child care profession

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(D) exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills	(i) exhibit employability skills
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills	(i) demonstrate effective verbal communication skills
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills	(ii) demonstrate effective nonverbal communication skills
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills	(iii) demonstrate effective written communication skills
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills	(iv) demonstrate effective electronic communication skills
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(F) demonstrate skills and characteristics of leaders and effective team members	(i) demonstrate skills of leaders
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(F) demonstrate skills and characteristics of leaders and effective team members	(ii) demonstrate skills of effective team members

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(F) demonstrate skills and characteristics of leaders and effective team members	(iii) demonstrate characteristics of leaders
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(F) demonstrate skills and characteristics of leaders and effective team members	(iv) demonstrate characteristics of effective team members
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services	(i) evaluate employment opportunities for early childhood development
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services	(ii) evaluate employment opportunities for early childhood services
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services	(iii) evaluate entrepreneurial opportunities for early childhood development
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services	(iv) evaluate entrepreneurial opportunities for early childhood services
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services	(v) evaluate educational requirements for early childhood development

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services	(vi) evaluate educational requirements for early childhood services

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.279. Family and Community Services (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics/professionalism in a job setting	(i) identify work ethics/professionalism in a job setting

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(i) develop problem-solving skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(ii) develop critical-thinking skills
(2) The student explores careers in family and community services. The student is expected to:	(A) research family and community services such as agencies, organizations, and faith-based services	(i) research family services
(2) The student explores careers in family and community services. The student is expected to:	(A) research family and community services such as agencies, organizations, and faith-based services	(ii) research community services
(2) The student explores careers in family and community services. The student is expected to:	(B) investigate career options that focus on families and communities	(i) investigate career options that focus on families
(2) The student explores careers in family and community services. The student is expected to:	(B) investigate career options that focus on families and communities	(ii) investigate career options that focus on communities
(2) The student explores careers in family and community services. The student is expected to:	(C) analyze demographics that may affect community needs	(i) analyze demographics that may affect community needs
(2) The student explores careers in family and community services. The student is expected to:	(D) analyze future trends in family and community services	(i) analyze future trends in family services

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores careers in family and community services. The student is expected to:	(D) analyze future trends in family and community services	(ii) analyze future trends in community services
(2) The student explores careers in family and community services. The student is expected to:	(E) analyze the role socialization plays in human development and behavior	(i) analyze the role socialization plays in human development
(2) The student explores careers in family and community services. The student is expected to:	(E) analyze the role socialization plays in human development and behavior	(ii) analyze the role socialization plays in human behavior
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(A) demonstrate management practices to help an individual assume multiple family, community, and wage-earner roles	(i) demonstrate management practices to help an individual assume multiple family roles
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(A) demonstrate management practices to help an individual assume multiple family, community, and wage-earner roles	(ii) demonstrate management practices to help an individual assume multiple community roles
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(A) demonstrate management practices to help an individual assume multiple family, community, and wage-earner roles	(iii) demonstrate management practices to help an individual assume multiple wage-earner roles
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(B) identify personal leadership characteristics	(i) identify personal leadership characteristics

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(C) develop a plan for enhancing personal leadership characteristics	(i) develop a plan for enhancing personal leadership characteristics
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(D) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership	(i) demonstrate positive interpersonal skills, including conflict resolution
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(D) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership	(ii) demonstrate positive interpersonal skills, including negotiation
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(D) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership	(iii) demonstrate positive interpersonal skills, including teamwork
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(D) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership	(iv) demonstrate positive interpersonal skills, including leadership
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(E) identify and apply effective strategies and skills necessary for collaborative relationships with others in community service settings	(i) identify effective strategies necessary for collaborative relationships with others in community service settings
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(E) identify and apply effective strategies and skills necessary for collaborative relationships with others in community service settings	(ii) apply effective strategies necessary for collaborative relationships with others in community service settings

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(E) identify and apply effective strategies and skills necessary for collaborative relationships with others in community service settings	(iii) identify effective skills necessary for collaborative relationships with others in community service settings
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(E) identify and apply effective strategies and skills necessary for collaborative relationships with others in community service settings	(iv) apply effective skills necessary for collaborative relationships with others in community service settings
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(F) plan and deliver family and community services presentations	(i) plan family services presentations
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(F) plan and deliver family and community services presentations	(ii) plan community services presentations
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(F) plan and deliver family and community services presentations	(iii) deliver family services presentations
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(F) plan and deliver family and community services presentations	(iv) deliver community services presentations
(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:	(G) practice leadership skills such as participation in career and technical student organizations	(i) practice leadership skills

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student develops and implements community and service-learning activities. The student is expected to:	(A) identify service projects that benefit a community	(i) identify service projects that benefit a community
(4) The student develops and implements community and service-learning activities. The student is expected to:	(B) integrate student interests, abilities, and skills into community and service-learning projects	(i) integrate student interests into community projects
(4) The student develops and implements community and service-learning activities. The student is expected to:	(B) integrate student interests, abilities, and skills into community and service-learning projects	(ii) integrate student interests into service-learning projects
(4) The student develops and implements community and service-learning activities. The student is expected to:	(B) integrate student interests, abilities, and skills into community and service-learning projects	(iii) integrate student abilities into community projects
(4) The student develops and implements community and service-learning activities. The student is expected to:	(B) integrate student interests, abilities, and skills into community and service-learning projects	(iv) integrate student abilities into service-learning projects
(4) The student develops and implements community and service-learning activities. The student is expected to:	(B) integrate student interests, abilities, and skills into community and service-learning projects	(v) integrate student skills into community projects
(4) The student develops and implements community and service-learning activities. The student is expected to:	(B) integrate student interests, abilities, and skills into community and service-learning projects	(vi) integrate student skills into service-learning projects

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student develops and implements community and service-learning activities. The student is expected to:	(C) plan, develop, implement, and evaluate community and service-learning activities that benefit individuals, families, or the community	(i) plan community activities that benefit individuals, families, or the community
(4) The student develops and implements community and service-learning activities. The student is expected to:	(C) plan, develop, implement, and evaluate community and service-learning activities that benefit individuals, families, or the community	(ii) plan service-learning activities that benefit individuals, families, or the community
(4) The student develops and implements community and service-learning activities. The student is expected to:	(C) plan, develop, implement, and evaluate community and service-learning activities that benefit individuals, families, or the community	(iii) develop community activities that benefit individuals, families, or the community
(4) The student develops and implements community and service-learning activities. The student is expected to:	(C) plan, develop, implement, and evaluate community and service-learning activities that benefit individuals, families, or the community	(iv) develop service-learning activities that benefit individuals, families, or the community
(4) The student develops and implements community and service-learning activities. The student is expected to:	(C) plan, develop, implement, and evaluate community and service-learning activities that benefit individuals, families, or the community	(v) implement community activities that benefit individuals, families, or the community
(4) The student develops and implements community and service-learning activities. The student is expected to:	(C) plan, develop, implement, and evaluate community and service-learning activities that benefit individuals, families, or the community	(vi) implement service-learning activities that benefit individuals, families, or the community
(4) The student develops and implements community and service-learning activities. The student is expected to:	(C) plan, develop, implement, and evaluate community and service-learning activities that benefit individuals, families, or the community	(vii) evaluate community activities that benefit individuals, families, or the community

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student develops and implements community and service-learning activities. The student is expected to:	(C) plan, develop, implement, and evaluate community and service-learning activities that benefit individuals, families, or the community	(viii) evaluate service-learning activities that benefit individuals, families, or the community
(4) The student develops and implements community and service-learning activities. The student is expected to:	(D) demonstrate safety practices when participating in community service and service-learning activities	(i) demonstrate safety practices when participating in community service activities
(4) The student develops and implements community and service-learning activities. The student is expected to:	(D) demonstrate safety practices when participating in community service and service-learning activities	(ii) demonstrate safety practices when participating in service-learning activities
(4) The student develops and implements community and service-learning activities. The student is expected to:	(E) document personal development through participation in community and service-learning activities	(i) document personal development through participation in community activities
(4) The student develops and implements community and service-learning activities. The student is expected to:	(E) document personal development through participation in community and service-learning activities	(ii) document personal development through participation in service-learning activities
(4) The student develops and implements community and service-learning activities. The student is expected to:	(F) demonstrate appropriate grooming, appearance, and etiquette for community and service-learning activities	(i) demonstrate appropriate grooming for community activities
(4) The student develops and implements community and service-learning activities. The student is expected to:	(F) demonstrate appropriate grooming, appearance, and etiquette for community and service-learning activities	(ii) demonstrate appropriate grooming for service-learning activities

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student develops and implements community and service-learning activities. The student is expected to:	(F) demonstrate appropriate grooming, appearance, and etiquette for community and service-learning activities	(iii) demonstrate appropriate appearance for community activities
(4) The student develops and implements community and service-learning activities. The student is expected to:	(F) demonstrate appropriate grooming, appearance, and etiquette for community and service-learning activities	(iv) demonstrate appropriate appearance for service-learning activities
(4) The student develops and implements community and service-learning activities. The student is expected to:	(F) demonstrate appropriate grooming, appearance, and etiquette for community and service-learning activities	(v) demonstrate appropriate etiquette for community activities
(4) The student develops and implements community and service-learning activities. The student is expected to:	(F) demonstrate appropriate grooming, appearance, and etiquette for community and service-learning activities	(vi) demonstrate appropriate etiquette for service-learning activities
(4) The student develops and implements community and service-learning activities. The student is expected to:	(G) demonstrate ethical practices when participating in community service and service-learning activities	(i) demonstrate ethical practices when participating in community service activities
(4) The student develops and implements community and service-learning activities. The student is expected to:	(G) demonstrate ethical practices when participating in community service and service-learning activities	(ii) demonstrate ethical practices when participating in service-learning activities
(4) The student develops and implements community and service-learning activities. The student is expected to:	(H) design a public relations campaign promoting community and service-learning activities	(i) design a public relations campaign promoting community activities

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student develops and implements community and service-learning activities. The student is expected to:	(H) design a public relations campaign promoting community and service-learning activities	(ii) design a public relations campaign promoting service-learning activities

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.280. Practicum in Human Services (Two to Three Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded two credits for successful completion of this course. A student may repeat this course for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.</p> <p>(4) Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.</p> <p>(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(i) apply interpersonal communication skills in business settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) apply interpersonal communication skills in business and industry settings	(ii) apply interpersonal communication skills in industry settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(i) explain the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) explain and recognize the value of collaboration within the workplace	(ii) recognize the value of collaboration within the workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	(i) examine the importance of time management to succeed in the workforce
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics/professionalism in a job setting	(i) identify work ethics in a job setting

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) identify work ethics/professionalism in a job setting	(ii) identify professionalism in a job setting
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(i) develop problem-solving skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) develop problem-solving and critical-thinking skills	(ii) develop critical-thinking skills
(2) The student analyzes career paths within the human services industries. The student is expected to:	(A) review careers within the Human Services Career Cluster	(i) review careers within the Human Services Career Cluster
(2) The student analyzes career paths within the human services industries. The student is expected to:	(B) complete a resume	(i) complete a resume
(2) The student analyzes career paths within the human services industries. The student is expected to:	(C) create, maintain, and present an employment portfolio with content such as licensures or certifications, samples of work, and evaluation from a supervisor for use during practicum experience in human services careers	(i) create an employment portfolio with content for use during practicum experience in human services careers

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes career paths within the human services industries. The student is expected to:	(C) create, maintain, and present an employment portfolio with content such as licensures or certifications, samples of work, and evaluation from a supervisor for use during practicum experience in human services careers	(ii) maintain an employment portfolio with content for use during practicum experience in human services careers
(2) The student analyzes career paths within the human services industries. The student is expected to:	(C) create, maintain, and present an employment portfolio with content such as licensures or certifications, samples of work, and evaluation from a supervisor for use during practicum experience in human services careers	(iii) present an employment portfolio with content for use during practicum experience in human services careers
(2) The student analyzes career paths within the human services industries. The student is expected to:	(D) demonstrate appropriate interviewing skills to seek employment or job shadowing experiences	(i) demonstrate appropriate interviewing skills to seek employment or job shadowing experiences
(2) The student analyzes career paths within the human services industries. The student is expected to:	(E) analyze the effects of the human services industry on local, state, national, and global economies	(i) analyze the effects of the human services industry on local economies
(2) The student analyzes career paths within the human services industries. The student is expected to:	(E) analyze the effects of the human services industry on local, state, national, and global economies	(ii) analyze the effects of the human services industry on state economies
(2) The student analyzes career paths within the human services industries. The student is expected to:	(E) analyze the effects of the human services industry on local, state, national, and global economies	(iii) analyze the effects of the human services industry on national economies

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes career paths within the human services industries. The student is expected to:	(E) analyze the effects of the human services industry on local, state, national, and global economies	(iv) analyze the effects of the human services industry on global economies
(2) The student analyzes career paths within the human services industries. The student is expected to:	(F) analyze the role of professional organizations in human services professions	(i) analyze the role of professional organizations in human services professions
(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:	(A) practice effective verbal, nonverbal, written, and electronic communication skills	(i) practice effective verbal communication skills
(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:	(A) practice effective verbal, nonverbal, written, and electronic communication skills	(ii) practice effective nonverbal communication skills
(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:	(A) practice effective verbal, nonverbal, written, and electronic communication skills	(iii) practice effective written communication skills
(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:	(A) practice effective verbal, nonverbal, written, and electronic communication skills	(iv) practice effective electronic communication skills
(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:	(B) use effective communication skills such as ability to empathize, motivate, listen attentively, and speak courteously and respectfully when working with clients	(i) use effective communication skills when working with clients

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:	(C) apply appropriate customer service techniques to complete transactions	(i) apply appropriate customer service techniques to complete transactions
(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:	(D) investigate client resources and risk tolerance levels such as evaluating client resources versus cost, educating client about most beneficial choices, and recommending best products, plans, or services for the client	(i) investigate client resources
(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:	(D) investigate client resources and risk tolerance levels such as evaluating client resources versus cost, educating client about most beneficial choices, and recommending best products, plans, or services for the client	(ii) investigate risk tolerance levels
(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:	(E) consult with supervisor when needed to expedite solutions to client problems	(i) consult with supervisor when needed to expedite solutions to client problems
(4) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:	(A) evaluate numerical information and perform complex calculations accurately	(i) evaluate numerical information accurately
(4) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:	(A) evaluate numerical information and perform complex calculations accurately	(ii) perform complex calculations accurately

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:	(B) use appropriate electronic resources to access current information	(i) use appropriate electronic resources to access current information
(4) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:	(C) use word-processing, database, spreadsheet, or presentation software to accurately prepare needed documents	(i) use word-processing, database, spreadsheet, or presentation software to accurately prepare needed documents
(4) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:	(D) discuss and practice appropriate workplace communication etiquette	(i) discuss appropriate workplace communication etiquette
(4) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:	(D) discuss and practice appropriate workplace communication etiquette	(ii) practice appropriate workplace communication etiquette
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(A) examine global factors that affect the performance and quality of products and services in the industry	(i) examine global factors that affect the performance of products in the industry
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(A) examine global factors that affect the performance and quality of products and services in the industry	(ii) examine global factors that affect the quality of products in the industry
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(A) examine global factors that affect the performance and quality of products and services in the industry	(iii) examine global factors that affect the performance of services in the industry

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(A) examine global factors that affect the performance and quality of products and services in the industry	(iv) examine global factors that affect the quality of services in the industry
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(B) apply principles of planning, design, development, and evaluation to accomplish long-range goals	(i) apply principles of planning to accomplish long-range goals
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(B) apply principles of planning, design, development, and evaluation to accomplish long-range goals	(ii) apply principles of design to accomplish long-range goals
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(B) apply principles of planning, design, development, and evaluation to accomplish long-range goals	(iii) apply principles of development to accomplish long-range goals
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(B) apply principles of planning, design, development, and evaluation to accomplish long-range goals	(iv) apply principles of evaluation to accomplish long-range goals
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(C) implement quality-control systems and practices that ensure quality products and services	(i) implement quality-control systems that ensure quality products
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(C) implement quality-control systems and practices that ensure quality products and services	(ii) implement quality-control systems that ensure quality services

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(C) implement quality-control systems and practices that ensure quality products and services	(iii) implement quality-control practices that ensure quality products
(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:	(C) implement quality-control systems and practices that ensure quality products and services	(iv) implement quality-control practices that ensure quality services
(6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:	(A) identify appropriate locations to safely offer human services	(i) identify appropriate locations to safely offer human services
(6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:	(B) examine a functional work environment, equipment needs, and required utilities for offering human services	(i) examine a functional work environment for offering human services
(6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:	(B) examine a functional work environment, equipment needs, and required utilities for offering human services	(ii) examine equipment needs for offering human services
(6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:	(B) examine a functional work environment, equipment needs, and required utilities for offering human services	(iii) examine required utilities for offering human services
(6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:	(C) describe elements of a non-threatening workplace environment	(i) describe elements of a non-threatening workplace environment

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:	(D) identify appropriate social skills necessary for interacting with a diverse population	(i) identify appropriate social skills necessary for interacting with a diverse population
(6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:	(E) discuss and employ procedures necessary to provide emergency aid for workplace accidents	(i) discuss procedures necessary to provide emergency aid for workplace accidents
(6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:	(E) discuss and employ procedures necessary to provide emergency aid for workplace accidents	(ii) employ procedures necessary to provide emergency aid for workplace accidents
(6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:	(F) explore components of a disaster and emergency response plan and use when directed	(i) explore components of a disaster and emergency response plan
(6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:	(F) explore components of a disaster and emergency response plan and use when directed	(ii) use [a disaster and emergency response plan] when directed
(7) The student uses leadership and teamwork skills in collaborating with others. The student is expected to:	(A) collaborate with others to accomplish organizational goals and objectives	(i) collaborate with others to accomplish organizational goals and objectives
(7) The student uses leadership and teamwork skills in collaborating with others. The student is expected to:	(B) establish and maintain working relationships with all levels of personnel	(i) establish working relationships with all levels of personnel

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student uses leadership and teamwork skills in collaborating with others. The student is expected to:	(B) establish and maintain working relationships with all levels of personnel	(ii) maintain working relationships with all levels of personnel
(7) The student uses leadership and teamwork skills in collaborating with others. The student is expected to:	(C) propose organizational priorities to ensure quality	(i) propose organizational priorities to ensure quality
(8) The student describes and observes ethical and legal responsibilities associated with providing human services. The student is expected to:	(A) investigate situations requiring client advocacy and advocate when necessary	(i) investigate situations requiring client advocacy
(8) The student describes and observes ethical and legal responsibilities associated with providing human services. The student is expected to:	(A) investigate situations requiring client advocacy and advocate when necessary	(ii) advocate when necessary
(8) The student describes and observes ethical and legal responsibilities associated with providing human services. The student is expected to:	(B) describe and practice ethical behaviors when working with human services clients	(i) describe ethical behaviors when working with human services clients
(8) The student describes and observes ethical and legal responsibilities associated with providing human services. The student is expected to:	(B) describe and practice ethical behaviors when working with human services clients	(ii) practice ethical behaviors when working with human services clients
(8) The student describes and observes ethical and legal responsibilities associated with providing human services. The student is expected to:	(C) comply with laws and regulations related to retail, governmental, or private services	(i) comply with laws and regulations related to retail, governmental, or private services

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:	(A) manage funds using appropriate technology	(i) manage funds using appropriate technology
(9) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:	(B) place orders for customers and supplies using sound business practices	(i) place orders for customers using sound business practices
(9) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:	(B) place orders for customers and supplies using sound business practices	(ii) place orders for supplies using sound business practices
(9) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:	(C) respond to client questions appropriately	(i) respond to client questions appropriately
(9) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:	(D) advise clients using appropriate and relevant information	(i) advise clients using appropriate information
(9) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:	(D) advise clients using appropriate and relevant information	(ii) advise clients using relevant information

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.281. Principles of Cosmetology Design and Color Theory (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 9 and 10. Recommended prerequisite: Principles of Human Services. Students may begin to earn Texas Department of Licensing and Regulation (TDLR) hours toward a Cosmetology Operator License. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(i) demonstrate professionalism in how to dress appropriately for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(ii) demonstrate professionalism in how to dress appropriately for the work site
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(iii) demonstrate professionalism in how to speak politely for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(iv) demonstrate professionalism in how to speak politely for the work site
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(v) demonstrate professionalism in how to conduct oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(vi) demonstrate professionalism in how to conduct oneself in a manner appropriate for the work site

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) employ the ability to be trustworthy by complying with an ethical course of action	(i) employ the ability to be trustworthy by complying with an ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) use conflict-management skills to avoid potential or perceived conflict	(i) use conflict-management skills to avoid potential or perceived conflict
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) investigate employment opportunities, including entrepreneurship	(i) investigate employment opportunities, including entrepreneurship
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) evaluate data or outcome of a broad range of personal care services	(i) evaluate data or outcome of a broad range of personal care services

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(i) demonstrate effective oral communication skills with diverse individuals, including coworkers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(ii) demonstrate effective oral communication skills with diverse individuals, including management
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(iii) demonstrate effective oral communication skills with diverse individuals, including customers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(iv) demonstrate effective written communication skills with diverse individuals, including coworkers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(v) demonstrate effective written communication skills with diverse individuals, including management
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(vi) demonstrate effective written communication skills with diverse individuals, including customers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(H) develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completing work-related activities in a timely manner	(i) develop skill in handling multiple tasks simultaneously

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignments	(i) exercise personal ownership over the quantity of individual performance
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignments	(ii) exercise personal ownership over the quality of individual performance
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignments	(iii) exercise personal ownership over the quantity of team assignments
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignments	(iv) exercise personal ownership over the quality of team assignments
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(J) employ leadership skills within a classroom or community setting to maintain positive relationships	(i) employ leadership skills within a classroom or community setting to maintain positive relationships
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(A) recognize elements of hair design such as line, form, space, texture, and color	(i) recognize elements of hair design
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(B) investigate and identify lines that create width and length	(i) investigate lines that create width

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(B) investigate and identify lines that create width and length	(ii) investigate lines that create length
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(B) investigate and identify lines that create width and length	(iii) identify lines that create width
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(B) investigate and identify lines that create width and length	(B) identify lines that create length
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(C) explain the position of diagonal and curved lines to emphasize or minimize facial features	(i) explain the position of diagonal lines to emphasize or minimize facial features
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(C) explain the position of diagonal and curved lines to emphasize or minimize facial features	(ii) explain the position of curved lines to emphasize or minimize facial features
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(D) identify different facial shapes and their importance to hair design	(i) identify different facial shapes
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(D) identify different facial shapes and their importance to hair design	(ii) identify [the] importance [of different facial shapes] to hair design

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(E) explore the significance and function of parallel lines in hair design	(i) explore the significance of parallel lines in hair design
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(E) explore the significance and function of parallel lines in hair design	(ii) explore the function of parallel lines in hair design
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(F) judge the relevance of contrasting and transitional lines in hair design	(i) judge the relevance of contrasting lines in hair design
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(F) judge the relevance of contrasting and transitional lines in hair design	(ii) judge the relevance of transitional lines in hair design
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(G) explain the importance of knowledge of color theory as it applies to the cosmetology field	(i) explain the importance of knowledge of color theory as it applies to the cosmetology field
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(H) document the scope of client services affected by basic color theory such as artificial hair color services, facial makeup application, eyebrow color, and eyelash tint services	(i) document the scope of client services affected by basic color theory
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(I) explain the theories of color illusion such as light and dark colors and tones that may create an illusion of more or less volume in the hair design	(i) explain the theories of color illusion

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(J) justify the selection of color process as it pertains to skin tone and eye color	(i) justify the selection of color process as it pertains to skin tone
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(J) justify the selection of color process as it pertains to skin tone and eye color	(ii) justify the selection of color process as it pertains to eye color
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(K) create a logical structure for color	(i) create a logical structure for color
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(L) make use of primary, secondary, and tertiary colors as they relate to the field of cosmetology	(i) make use of primary colors as they relate to the field of cosmetology
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(L) make use of primary, secondary, and tertiary colors as they relate to the field of cosmetology	(ii) make use of secondary colors as they relate to the field of cosmetology
(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:	(L) make use of primary, secondary, and tertiary colors as they relate to the field of cosmetology	(iii) make use of tertiary colors as they relate to the field of cosmetology
(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(i) apply health policies

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(ii) apply health procedures
(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(iii) apply safety policies
(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(iv) apply safety procedures
(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:	(B) recognize risks and potentially hazardous situations in compliance with the TDLR	(i) recognize risks in compliance with the TDLR
(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:	(B) recognize risks and potentially hazardous situations in compliance with the TDLR	(ii) recognize potentially hazardous situations in compliance with the TDLR
(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(i) navigate the TDLR website for exam eligibility
(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(ii) navigate the TDLR website for exam results

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(iii) navigate the TDLR website for student hours
(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:	(D) identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school	(i) identify licensure requirements of the licensee or licensed cosmetology establishment or school
(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:	(D) identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school	(ii) identify renewal requirements of the licensee or licensed cosmetology establishment or school
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in color theory and elements of design in cosmetology. The student is expected to:	(A) create a digital portfolio of design elements that are relevant to the cosmetology field	(i) create a digital portfolio of design elements that are relevant to the cosmetology field
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in color theory and elements of design in cosmetology. The student is expected to:	(B) use ergonomically designed equipment to promote professional efficiency	(i) use ergonomically designed equipment to promote professional efficiency
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in color theory and elements of design in cosmetology. The student is expected to:	(C) use available technology sources effective in a professional salon setting	(i) use available technology sources effective in a professional salon setting

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in color theory and elements of design in cosmetology. The student is expected to:	(D) apply universal precautions in disposal of hazardous materials	(i) apply universal precautions in disposal of hazardous materials
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(A) apply client consultation skills to guide individuals in recognizing concerns and making informed decisions	(i) apply client consultation skills to guide individuals in recognizing concerns
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(A) apply client consultation skills to guide individuals in recognizing concerns and making informed decisions	(ii) apply client consultation skills to guide individuals in making informed decisions
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(B) document client satisfaction with procedures and products to facilitate ease of consultation in future appointments	(i) document client satisfaction with procedures to facilitate ease of consultation in future appointments
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(B) document client satisfaction with procedures and products to facilitate ease of consultation in future appointments	(ii) document client satisfaction with products to facilitate ease of consultation in future appointments
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(C) locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations	(i) locate vendors to maximize benefits for personal care clients, businesses, or organizations
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(C) locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations	(ii) compare vendors to maximize benefits for personal care clients, businesses, or organizations

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(D) demonstrate understanding and proficiency working with complementary colors	(i) demonstrate understanding working with complementary colors
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(D) demonstrate understanding and proficiency working with complementary colors	(ii) demonstrate proficiency working with complementary colors
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(E) execute application procedure of artificial hair color such as virgin tint to darken, bleach retouch, virgin tint to lighten, and dimensional color services such as cap highlighting, foil highlighting, and low-lighting	(i) execute application procedure of artificial hair color
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(E) execute application procedure of artificial hair color such as virgin tint to darken, bleach retouch, virgin tint to lighten, and dimensional color services such as cap highlighting, foil highlighting, and low-lighting	(ii) execute application procedure of dimensional color services
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(F) explore the use of different types of hair colors such as demi-permanent color, permanent color, semi-permanent color, temporary color, toners, and fillers	(i) explore the use of different types of hair colors
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(G) make use of products designed to increase the vibrancy of a color formula or to neutralize unwanted tones such as concentrates, intensifiers, pigments, or drabbers	(i) make use of products designed to increase the vibrancy of a color formula or to neutralize unwanted tones

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(H) use natural products to color the hair such as henna or vegetable dyes	(i) use natural products to color the hair
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(A) explore marketing techniques when selecting and using multimedia to attract and retain clientele	(i) explore marketing techniques when selecting multimedia to attract clientele
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(A) explore marketing techniques when selecting and using multimedia to attract and retain clientele	(ii) explore marketing techniques when selecting multimedia to retain clientele
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(A) explore marketing techniques when selecting and using multimedia to attract and retain clientele	(iii) explore marketing techniques when using multimedia to attract clientele
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(A) explore marketing techniques when selecting and using multimedia to attract and retain clientele	(iv) explore marketing techniques when using multimedia to retain clientele
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(B) formulate a salon service menu based upon current industry trends	(i) formulate a salon service menu based upon current industry trends
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(C) consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards	(i) consolidate various methods of obtaining feedback from clients to understand their expectations
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(C) consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards	(ii) consolidate various methods of obtaining feedback from clients to promote high-quality standards

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(D) create an employment portfolio containing content such as certifications, samples of work, achievements, and supervisor or instructor evaluations	(i) create an employment portfolio
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(E) analyze the role of professional organizations in cosmetology professions	(i) analyze the role of professional organizations in cosmetology professions

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.282. Introduction to Cosmetology (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grade 10. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(i) demonstrate professionalism in how to dress appropriately for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(ii) demonstrate professionalism in how to speak politely in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(iii) demonstrate professionalism in how to conduct oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(iv) demonstrate professionalism in how to dress appropriately for the work site
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(v) demonstrate professionalism in how to speak politely in a manner appropriate for the worksite
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(vi) demonstrate professionalism in how to conduct oneself in a manner appropriate for the worksite

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) employ the ability to be trustworthy by complying with an ethical course of action	(i) employ the ability to be trustworthy by complying with an ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) use conflict-management skills to avoid potential or perceived conflict	(i) use conflict-management skills to avoid potential or perceived conflict
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) identify employment opportunities, including entrepreneurship	(i) identify employment opportunities, including entrepreneurship
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) evaluate data or outcome of a broad range of personal care services	(i) evaluate data or outcome of a broad range of personal care services

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(i) demonstrate effective oral communication skills with diverse individuals, including coworkers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(ii) demonstrate effective oral communication skills with diverse individuals, including management
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(iii) demonstrate effective oral communication skills with diverse individuals, including customers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(iv) demonstrate effective written communication skills with diverse individuals, including coworkers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(v) demonstrate effective oral and written communication skills with diverse individuals, including management
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(vi) demonstrate effective oral and written communication skills with diverse individuals, including customers
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(A) appraise safe and effective personal care products and services	(i) appraise safe personal care products

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(A) appraise safe and effective personal care products and services	(ii) appraise safe personal care services
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(A) appraise safe and effective personal care products and services	(iii) appraise effective personal care products
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(A) appraise safe and effective personal care products and services	(iv) appraise effective personal care services
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(B) model leadership skills within a classroom or community setting to maintain positive relationships	(i) model leadership skills within a classroom or community setting to maintain positive relationships
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(C) recognize the importance of a thorough client consultation	(i) recognize the importance of a thorough client consultation
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(D) investigate the principles and practices of infection control such as bacterial disorders, classification of pathogens, and diseases and/or viruses	(i) investigate the principles of infection control
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(D) investigate the principles and practices of infection control such as bacterial disorders, classification of pathogens, and diseases and/or viruses	(ii) investigate the practices of infection control
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(E) explore the chemistry of materials as they relate to the eyelash extension application service	(i) explore the chemistry of materials as they relate to the eyelash extension application service

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	(A) implement policies and procedures regarding health and safety	(i) implement policies regarding health
(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	(A) implement policies and procedures regarding health and safety	(ii) implement policies regarding safety
(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	(A) implement policies and procedures regarding health and safety	(iii) implement procedures regarding health
(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	(A) implement policies and procedures regarding health and safety	(iv) implement procedures regarding safety
(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	(B) recognize risks and potentially hazardous situations in compliance with the TDLR	(i) recognize risks in compliance with the TDLR
(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	(B) recognize risks and potentially hazardous situations in compliance with the TDLR	(ii) recognize potentially hazardous situations in compliance with the TDLR

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(i) navigate the TDLR website for exam eligibility
(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(ii) navigate the TDLR website for exam results
(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(iii) navigate the TDLR website for student hours
(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	(D) identify licensure and renewal requirements	(i) identify licensure requirements
(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	(D) identify licensure and renewal requirements	(ii) identify [license] renewal requirements
(4) The student identifies and describes the function of tools, equipment, and technologies used in cosmetology. The student is expected to:	(A) explore safe use of tools to enhance client services	(i) explore safe use of tools to enhance client services

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student identifies and describes the function of tools, equipment, and technologies used in cosmetology. The student is expected to:	(B) describe ergonomically correct use of equipment to promote professional efficiency	(i) describe ergonomically correct use of equipment to promote professional efficiency
(4) The student identifies and describes the function of tools, equipment, and technologies used in cosmetology. The student is expected to:	(C) summarize available technology sources that could be used in a professional salon setting	(i) summarize available technology sources that could be used in a professional salon setting
(5) The student develops professional skills needed to make appropriate career plans. The student is expected to:	(A) define what is expected of an employee such as ethical conduct, team building skills, principles of selling, and building a clientele	(i) define what is expected of an employee
(5) The student develops professional skills needed to make appropriate career plans. The student is expected to:	(B) examine personal conduct in the salon to comply with professional liability	(i) examine personal conduct in the salon to comply with professional liability
(5) The student develops professional skills needed to make appropriate career plans. The student is expected to:	(C) research the elements of successful salon operations such as recordkeeping, inventory, and business plan development	(i) research the elements of successful salon operations
(5) The student develops professional skills needed to make appropriate career plans. The student is expected to:	(D) distinguish different types of salon categories such as commission based, hourly, and independent contractor	(i) distinguish different types of salon categories
(5) The student develops professional skills needed to make appropriate career plans. The student is expected to:	(E) prepare an employment portfolio that may include professional resume and evidence of accomplishments	(i) prepare an employment portfolio that may include professional resume and evidence of accomplishments

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.283. Cosmetology I (Two Credits), Adopted 2015.
(a) General Requirements. This course is recommended for students in Grades 10 and 11. Recommended prerequisite: Introduction to Cosmetology. Students shall be awarded two credits for successful completion of this course.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(i) demonstrate professionalism in how to dress appropriately for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(ii) demonstrate professionalism in how to speak politely in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(iii) demonstrate professionalism in how to conduct oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(iv) demonstrate professionalism in how to dress appropriately for the work site
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(v) demonstrate professionalism in how to speak politely in a manner appropriate for the work site
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(vi) demonstrate professionalism in how to conduct oneself in a manner appropriate for the work site

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) employ the ability to be trustworthy by complying with an ethical course of action	(i) employ the ability to be trustworthy by complying with an ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) use conflict-management skills to avoid potential or perceived conflict	(i) use conflict-management skills to avoid potential or perceived conflict
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) investigate employment opportunities, including entrepreneurship	(i) investigate employment opportunities, including entrepreneurship
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) evaluate data or outcome of a broad range of personal care services	(i) evaluate data or outcome of a broad range of personal care services

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(i) demonstrate effective oral communication skills with diverse individuals, including coworkers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(ii) demonstrate effective oral communication skills with diverse individuals, including management
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(iii) demonstrate effective oral communication skills with diverse individuals, including customers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(iv) demonstrate effective written communication skills with diverse individuals, including coworkers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(v) demonstrate effective written communication skills with diverse individuals, including management
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(vi) demonstrate effective written communication skills with diverse individuals, including customers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(H) develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completing work-related activities in a timely manner	(i) develop skill in handling multiple tasks simultaneously

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignment	(i) exercise personal ownership over the quantity of individual performance
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignment	(ii) exercise personal ownership over the quality of individual performance
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignment	(iii) exercise personal ownership over the quantity of team assignment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignment	(iv) exercise personal ownership over the quality of team assignment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(J) employ leadership skills within a classroom or community setting to maintain positive relationships	(i) employ leadership skills within a classroom or community setting to maintain positive relationships
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(K) demonstrate knowledge of practical skills such as manicure, pedicure, or hairstyling	(i) demonstrate knowledge of practical skills
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(A) explain the importance of anatomy and physiology to the cosmetology profession	(i) explain the importance of anatomy and physiology to the cosmetology profession

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(B) identify body tissue, body systems, and their functions	(i) identify body tissue
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(B) identify body tissue, body systems, and their functions	(ii) identify [body tissue's] functions
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(B) identify body tissue, body systems, and their functions	(iii) identify body systems
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(B) identify body tissue, body systems, and their functions	(iv) identify [body systems'] functions
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(C) explain the structure, composition, and growth of skin, nails, and hair	(i) explain the structure of skin
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(C) explain the structure, composition, and growth of skin, nails, and hair	(ii) explain the structure of nails
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(C) explain the structure, composition, and growth of skin, nails, and hair	(iii) explain the structure of hair
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(C) explain the structure, composition, and growth of skin, nails, and hair	(iv) explain the composition of skin
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(C) explain the structure, composition, and growth of skin, nails, and hair	(v) explain the composition of nails

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(C) explain the structure, composition, and growth of skin, nails, and hair	(vi) explain the composition of hair
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(C) explain the structure, composition, and growth of skin, nails, and hair	(vii) explain the growth of skin
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(C) explain the structure, composition, and growth of skin, nails, and hair	(viii) explain the growth of nails
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(C) explain the structure, composition, and growth of skin, nails, and hair	(ix) explain the growth of hair
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(D) apply the principles of organic and inorganic chemistry	(i) apply the principles of organic chemistry
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(D) apply the principles of organic and inorganic chemistry	(ii) apply the principles of inorganic chemistry
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(E) classify solutions, suspensions, and emulsions that may be used during cosmetology services	(i) classify solutions that may be used during cosmetology services
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(E) classify solutions, suspensions, and emulsions that may be used during cosmetology services	(ii) classify suspensions that may be used during cosmetology services
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(E) classify solutions, suspensions, and emulsions that may be used during cosmetology services	(iii) classify emulsions that may be used during cosmetology services

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(F) apply an understanding of pH and the pH scale to cosmetology services	(i) apply an understanding of pH to cosmetology services
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(F) apply an understanding of pH and the pH scale to cosmetology services	(ii) apply an understanding of the pH scale to cosmetology services
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(G) explain the principles and practices of infection control, including bacterial disorders and diseases and viruses	(i) explain the principles of infection control, including bacterial disorders
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(G) explain the principles and practices of infection control, including bacterial disorders and diseases and viruses	(ii) explain the principles of infection control, including diseases
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(G) explain the principles and practices of infection control, including bacterial disorders and diseases and viruses	(iii) explain the principles of infection control, including viruses
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(G) explain the principles and practices of infection control, including bacterial disorders and diseases and viruses	(iv) explain the practices of infection control, including bacterial disorders
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(G) explain the principles and practices of infection control, including bacterial disorders and diseases and viruses	(v) explain the practices of infection control, including diseases

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(G) explain the principles and practices of infection control, including bacterial disorders and diseases and viruses	(vi) explain the practices of infection control, including viruses
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(H) explore the nature of electricity by defining types of electric current and the electric modalities used in cosmetology	(i) explore the nature of electricity by defining types of electric current
(2) The student applies academic skills to the field of cosmetology. The student is expected to:	(H) explore the nature of electricity by defining types of electric current and the electric modalities used in cosmetology	(ii) explore the nature of electricity by defining the electric modalities used in cosmetology
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(i) apply health policies
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(ii) apply safety policies
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(iii) apply health procedures
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(iv) apply safety procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(B) recognize risks and potentially hazardous situations in compliance with the TDLR	(i) recognize risks in compliance with the TDLR
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(B) recognize risks and potentially hazardous situations in compliance with the TDLR	(ii) recognize potentially hazardous situations in compliance with the TDLR
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(i) navigate the TDLR website for exam eligibility
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(ii) navigate the TDLR website for exam results
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(iii) navigate the TDLR website for student hours
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(D) identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school	(i) identify licensure requirements of the licensee or licensed cosmetology establishment or school
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(D) identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school	(ii) identify renewal requirements of the licensee or licensed cosmetology establishment or school

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates an understanding in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(A) employ safe and effective use of tools to enhance client services	(i) employ safe use of tools to enhance client services
(4) The student demonstrates an understanding in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(A) employ safe and effective use of tools to enhance client services	(ii) employ effective use of tools to enhance client services
(4) The student demonstrates an understanding in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(B) use ergonomically designed equipment to promote professional efficiency	(i) use ergonomically designed equipment to promote professional efficiency
(4) The student demonstrates an understanding in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(C) use available technology sources effective in a professional salon setting	(i) use available technology sources effective in a professional salon setting
(4) The student demonstrates an understanding in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(D) apply universal precautions in disposal of hazardous materials	(i) apply universal precautions in disposal of hazardous materials
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(A) apply client consultation skills to guide individuals in recognizing concerns and making informed decisions	(i) apply client consultation skills to guide individuals in recognizing concerns

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(A) apply client consultation skills to guide individuals in recognizing concerns and making informed decisions	(ii) apply client consultation skills to guide individuals in making informed decisions
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(B) document client satisfaction, procedures, and products to facilitate ease of consultation in future appointments	(i) document client satisfaction to facilitate ease of consultation in future appointments
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(B) document client satisfaction, procedures, and products to facilitate ease of consultation in future appointments	(ii) document procedures to facilitate ease of consultation in future appointments
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(B) document client satisfaction, procedures, and products to facilitate ease of consultation in future appointments	(iii) document products to facilitate ease of consultation in future appointments
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(C) locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations	(i) locate vendors to maximize benefits for personal care clients, businesses, or organizations
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(C) locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations	(ii) compare vendors to maximize benefits for personal care clients, businesses, or organizations
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(D) demonstrate understanding and proficiency of basic haircuts such as zero degree, forty-five degree, ninety degree, and one hundred eighty degree	(i) demonstrate understanding of basic haircuts

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(D) demonstrate understanding and proficiency of basic haircuts such as zero degree, forty-five degree, ninety degree, and one hundred eighty degree	(ii) demonstrate proficiency of basic haircuts
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(E) perform basic manicure, facial, and mock chemical service application as required for the state practical exam	(i) perform basic manicure as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(E) perform basic manicure, facial, and mock chemical service application as required for the state practical exam	(ii) perform basic facial as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(E) perform basic manicure, facial, and mock chemical service application as required for the state practical exam	(iii) perform basic mock chemical service application as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(F) execute shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam	(i) execute shampooing as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(F) execute shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam	(ii) execute permanent waving as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(F) execute shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam	(iii) execute curl demonstration as required for the state practical exam

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(F) execute shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam	(iv) execute blow drying as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(F) execute shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam	(v) execute thermal curling service as required for the state practical exam

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.284. Cosmetology II (Two Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Cosmetology I. Students shall be awarded two credits for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(i) demonstrate professionalism in how to dress appropriately for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(ii) demonstrate professionalism in how to speak politely in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(iii) demonstrate professionalism in how to conduct oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(iv) demonstrate professionalism in how to dress appropriately for the work site
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(vi) demonstrate professionalism in how to speak politely in a manner appropriate for the work site
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site	(vii) demonstrate professionalism in how to conduct oneself in a manner appropriate for the work site

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) employ the ability to be trustworthy by complying with an ethical course of action	(i) employ the ability to be trustworthy by complying with an ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) use conflict-management skills to avoid potential or perceived conflict	(i) use conflict-management skills to avoid potential or perceived conflict
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) investigate employment opportunities, including entrepreneurship	(i) investigate employment opportunities, including entrepreneurship
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) evaluate data or outcome of a broad range of personal care services	(i) evaluate data or outcome of a broad range of personal care services

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(i) demonstrate effective oral communication skills with diverse individuals, including coworkers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(ii) demonstrate effective oral communication skills with diverse individuals, including management
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(iii) demonstrate effective oral communication skills with diverse individuals, including customers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(iv) demonstrate effective written communication skills with diverse individuals, including coworkers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(v) demonstrate effective written communication skills with diverse individuals, including management
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers	(vi) demonstrate effective written communication skills with diverse individuals, including customers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(H) develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completing work-related activities in a timely manner	(i) develop skill in handling multiple tasks simultaneously

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignment	(i) exercise personal ownership over the quantity of individual performance
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignment	(ii) exercise personal ownership over the quality of individual performance
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignment	(iii) exercise personal ownership over the quantity of team assignment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) exercise personal ownership over the quantity and quality of individual performance and team assignment	(iv) exercise personal ownership over the quality of team assignment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(J) employ leadership skills within a classroom or community setting to maintain positive relationships	(i) employ leadership skills within a classroom or community setting to maintain positive relationships
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(K) demonstrate knowledge of practical skills such as manicure, pedicure, or hairstyling	(i) demonstrate knowledge of practical skills
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(A) defend the importance of anatomy and physiology to the cosmetology profession	(i) defend the importance of anatomy and physiology to the cosmetology profession

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(B) summarize the structure, composition, and growth of skin, nails, and hair	(i) summarize the structure of skin
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(B) summarize the structure, composition, and growth of skin, nails, and hair	(ii) summarize the structure of nails
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(B) summarize the structure, composition, and growth of skin, nails, and hair	(iii) summarize the structure of hair
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(B) summarize the structure, composition, and growth of skin, nails, and hair	(iv) summarize the composition of skin
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(B) summarize the structure, composition, and growth of skin, nails, and hair	(v) summarize the composition of nails
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(B) summarize the structure, composition, and growth of skin, nails, and hair	(vi) summarize the composition of hair
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(B) summarize the structure, composition, and growth of skin, nails, and hair	(vii) summarize the growth of skin
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(B) summarize the structure, composition, and growth of skin, nails, and hair	(viii) summarize the growth of nails
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(B) summarize the structure, composition, and growth of skin, nails, and hair	(ix) summarize the growth of hair

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(C) test the principles of organic and inorganic chemistry	(i) test the principles of organic chemistry
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(C) test the principles of organic and inorganic chemistry	(ii) test the principles of inorganic chemistry
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(D) evaluate solutions, suspensions, and emulsions that may be used during cosmetology services such as shampoos, conditioners, and nail care products	(i) evaluate solutions that may be used during cosmetology services
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(D) evaluate solutions, suspensions, and emulsions that may be used during cosmetology services such as shampoos, conditioners, and nail care products	(ii) evaluate suspensions that may be used during cosmetology services
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(D) evaluate solutions, suspensions, and emulsions that may be used during cosmetology services such as shampoos, conditioners, and nail care products	(iii) evaluate emulsions that may be used during cosmetology services
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(E) elect chemical services to maintain a normal pH of hair and skin	(i) elect chemical services to maintain a normal pH of hair
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(E) elect chemical services to maintain a normal pH of hair and skin	(ii) elect chemical services to maintain a normal pH of skin

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(F) describe the chemistry and main ingredients of nail enhancements such as polymer powder, monomer liquid, and ultraviolet (UV) gels and how they work	(i) describe the chemistry of nail enhancements
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(F) describe the chemistry and main ingredients of nail enhancements such as polymer powder, monomer liquid, and ultraviolet (UV) gels and how they work	(ii) describe the main ingredients of nail enhancements
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(F) describe the chemistry and main ingredients of nail enhancements such as polymer powder, monomer liquid, and ultraviolet (UV) gels and how they work	(iii) describe how [the main ingredients of nail enhancements] work
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(G) explain how to prepare the hair for application and removal of extensions such as human or artificial hair	(i) explain how to prepare the hair for application of extensions
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(G) explain how to prepare the hair for application and removal of extensions such as human or artificial hair	(ii) explain how to prepare the hair for removal of extensions
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(H) formulate a salon infection control plan to maintain health and safety of employees and clients	(i) formulate a salon infection control plan to maintain health of employees
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(H) formulate a salon infection control plan to maintain health and safety of employees and clients	(ii) formulate a salon infection control plan to maintain safety of employees

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(H) formulate a salon infection control plan to maintain health and safety of employees and clients	(iii) formulate a salon infection control plan to maintain health of clients
(2) The student applies academic skills to: the field of cosmetology. The student is expected to:	(H) formulate a salon infection control plan to maintain health and safety of employees and clients	(iv) formulate a salon infection control plan to maintain safety of clients
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(i) apply health policies
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(ii) apply safety policies
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(iii) apply health procedures
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(A) apply health and safety policies and procedures	(iv) apply safety procedures
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(B) recognize risks, including potentially hazardous situations, in compliance with the TDLR	(i) recognize risks, including potentially hazardous situations, in compliance with the TDLR

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(i) navigate the TDLR website for exam eligibility
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(ii) navigate the TDLR website for exam results
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(C) navigate the TDLR website for exam eligibility, exam results, and student hours	(iii) navigate the TDLR website for student hours
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(D) identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school	(i) identify licensure requirements of the licensee or licensed cosmetology establishment or school
(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:	(D) identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school	(ii) identify renewal requirements of the licensee or licensed cosmetology establishment or school
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(A) employ safe and effective use of tools to enhance client services	(i) employ safe use of tools to enhance client services
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(A) employ safe and effective use of tools to enhance client services	(ii) employ effective use of tools to enhance client services

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(B) use ergonomically designed equipment to promote professional efficiency	(i) use ergonomically designed equipment to promote professional efficiency
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(C) use available technology sources effectively in a professional salon setting	(i) use available technology sources effectively in a professional salon setting
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(D) apply universal precautions in disposal of hazardous and non-hazardous materials	(i) apply universal precautions in disposal of hazardous materials
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(D) apply universal precautions in disposal of hazardous and non-hazardous materials	(ii) apply universal precautions in disposal of non-hazardous materials
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(E) formulate client services based on the correct quality and quantity of materials	(i) formulate client services based on the correct quality of materials
(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	(E) formulate client services based on the correct quality and quantity of materials	(ii) formulate client services based on the correct quantity of materials
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(A) appraise client desires to assist with formulation of personal care services	(i) appraise client desires to assist with formulation of personal care services

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(B) judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions	(i) judge client satisfaction by recording solutions to enhance future services
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(B) judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions	(ii) judge client satisfaction by recording procedures to enhance future services
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(B) judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions	(iii) judge client satisfaction by recording products to enhance future services
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(B) judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions	(iv) judge client satisfaction by recording solutions to enhance future client interactions
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(B) judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions	(v) judge client satisfaction by recording procedures to enhance future client interactions
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(B) judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions	(vi) judge client satisfaction by recording products to enhance future client interactions
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(C) use vendor resources to provide maximum benefit for clients, service providers, businesses, or organizations	(i) use vendor resources to provide maximum benefit for clients, service providers, businesses, or organizations

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(D) demonstrate mastery of basic haircuts such as zero degree, forty-five degree, ninety degree, one hundred eighty degree, and men's clipper cut	(i) demonstrate mastery of basic haircuts
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(E) display proficiency of a manicure, facial, and mock chemical service application as required for the state practical exam	(i) display proficiency of a manicure as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(E) display proficiency of a manicure, facial, and mock chemical service application as required for the state practical exam	(ii) display proficiency of a facial as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(E) display proficiency of a manicure, facial, and mock chemical service application as required for the state practical exam	(iii) display proficiency of a mock chemical service application as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(F) master the technique of shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam	(i) master the technique of shampooing as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(F) master the technique of shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam	(ii) master the technique of permanent waving as required for the state practical exam

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(F) master the technique of shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam	(iii) master the technique of curl demonstration as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(F) master the technique of shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam	(iv) master the technique of blow drying as required for the state practical exam
(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:	(F) master the technique of shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam	(v) master the technique of thermal curling service as required for the state practical exam
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(A) explore marketing techniques when selecting and using multimedia to attract and retain clientele	(i) explore marketing techniques when selecting multimedia to attract clientele
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(A) explore marketing techniques when selecting and using multimedia to attract and retain clientele	(ii) explore marketing techniques when using multimedia to attract clientele
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(A) explore marketing techniques when selecting and using multimedia to attract and retain clientele	(iii) explore marketing techniques when selecting multimedia to retain clientele
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(A) explore marketing techniques when selecting and using multimedia to attract and retain clientele	(iv) explore marketing techniques when using multimedia to retain clientele

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(B) formulate a salon service menu based upon current industry trends	(i) formulate a salon service menu based upon current industry trends
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(C) consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards	(i) consolidate various methods of obtaining feedback from clients to understand their expectations
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(C) consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards	(ii) consolidate various methods of obtaining feedback from clients to promote high-quality standards
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(D) create an employment portfolio containing content such as certifications, samples of work, achievements, and supervisor or instructor evaluations	(i) create an employment portfolio containing content
(6) The student analyzes career paths within the cosmetology industry. The student is expected to:	(E) analyze the role of professional organizations in cosmetology professions	(i) analyze the role of professional organizations in cosmetology professions

Subject	Chapter 130. Career and Technical Education, Subchapter J. Human Services
Course Title	§130.285. Extended Practicum in Human Services (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Human Services Career Cluster. Corequisite: Practicum in Human Services. This course must be taken concurrently with Practicum in Human Services and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.</p> <p>(3) Extended Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Extended Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.</p> <p>(4) Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.</p> <p>(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to human services	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to human services
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to human services	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to human services
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency	(ii) demonstrate personal qualities needed to be employable

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for relevant projects with increased fluency	(i) demonstrate use of personal information management applications for relevant projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for relevant projects with increased fluency	(ii) demonstrate use of email applications for relevant projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for relevant projects with increased fluency	(iii) demonstrate use of Internet applications for relevant projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for relevant projects with increased fluency	(iv) demonstrate use of writing and publishing applications for relevant projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for relevant projects with increased fluency	(v) demonstrate use of presentation applications for relevant projects with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for relevant projects with increased fluency	(vi) demonstrate use of spreadsheet or database applications for relevant projects with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals	(i) employ teamwork skills with increased fluency to achieve collective goals
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals	(ii) employ conflict-management skills with increased fluency to achieve collective goals
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(i) employ planning skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(ii) employ planning skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iii) employ planning tools with increased fluency to enhance results

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iv) employ planning tools with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(v) employ time-management skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vi) employ time-management skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vii) employ time-management tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(viii) employ time-management tools with increased fluency to complete work tasks
(2) The student applies professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(i) demonstrate verbal communication consistently in a clear, concise, and effective manner
(2) The student applies professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(ii) demonstrate non-verbal communication consistently in a clear, concise, and effective manner

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies professional communications strategies. The student is expected to:	(B) present information formally and informally in an effective manner	(i) present information formally in an effective manner
(2) The student applies professional communications strategies. The student is expected to:	(B) present information formally and informally in an effective manner	(ii) present information informally in an effective manner
(2) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and effectively communicate information	(i) analyze information
(2) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and effectively communicate information	(ii) interpret information
(2) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and effectively communicate information	(iii) effectively communicate information
(2) The student applies professional communications strategies. The student is expected to:	(D) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(2) The student applies professional communications strategies. The student is expected to:	(D) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(2) The student applies professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(i) exhibit public relations skills to maintain internal customer/client satisfaction
(2) The student applies professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(ii) exhibit public relations skills to maintain external customer/client satisfaction

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(i) employ critical-thinking skills with with increased fluency independently to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(ii) employ critical-thinking skills with increased fluency independently to make decisions
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iii) employ critical-thinking skills with increased fluency in groups to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iv) employ critical-thinking skills with increased fluency in groups to make decisions
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(A) demonstrate an understanding of and consistently follow workplace safety rules and regulations	(i) demonstrate an understanding of workplace safety rules and regulations
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(A) demonstrate an understanding of and consistently follow workplace safety rules and regulations	(ii) consistently follow workplace safety rules and regulations
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) identify appropriate locations to safely offer human services	(i) identify appropriate locations to safely offer human services

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(C) employ procedures necessary to provide emergency aid for workplace accidents	(i) employ procedures necessary to provide emergency aid for workplace accidents
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(D) demonstrate an understanding of components of a disaster and emergency response plan and use when directed	(i) demonstrate an understanding of components of a disaster and emergency response plan
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(D) demonstrate an understanding of components of a disaster and emergency response plan and use when directed	(ii) use [a disaster and emergency response plan] when directed
(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:	(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:	(B) describe and practice ethical and legal responsibilities associated with providing human services	(i) describe ethical responsibilities associated with providing human services
(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:	(B) describe and practice ethical and legal responsibilities associated with providing human services	(ii) describe legal responsibilities associated with providing human services
(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:	(B) describe and practice ethical and legal responsibilities associated with providing human services	(iii) practice ethical responsibilities associated with providing human services

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:	(B) describe and practice ethical and legal responsibilities associated with providing human services	(iv) practice legal responsibilities associated with providing human services
(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:	(C) show integrity by choosing the ethical course of action when making decisions	(i) show integrity by choosing the ethical course of action when making decisions
(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:	(D) address situations requiring client advocacy appropriately and advocate when necessary	(i) address situations requiring client advocacy appropriately
(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:	(D) address situations requiring client advocacy appropriately and advocate when necessary	(ii) advocate when necessary
(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:	(E) comply with all applicable rules, laws, and regulations in a consistent manner	(i) comply with all applicable rules in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:	(E) comply with all applicable rules, laws, and regulations in a consistent manner	(ii) comply with all applicable laws in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:	(E) comply with all applicable rules, laws, and regulations in a consistent manner	(iii) comply with all applicable regulations in a consistent manner

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a supervised human services experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised human services experience	(i) conduct learning activities in a supervised human services experience
(6) The student participates in a supervised human services experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised human services experience	(ii) document learning activities in a supervised human services experience
(6) The student participates in a supervised human services experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised human services experience	(iii) evaluate learning activities in a supervised human services experience
(6) The student participates in a supervised human services experience. The student is expected to:	(B) implement quality-control systems and practices that ensure quality products and services with increased fluency	(i) implement quality-control systems that ensure quality products with increased fluency
(6) The student participates in a supervised human services experience. The student is expected to:	(B) implement quality-control systems and practices that ensure quality products and services with increased fluency	(ii) implement quality-control systems that ensure quality services with increased fluency
(6) The student participates in a supervised human services experience. The student is expected to:	(B) implement quality-control systems and practices that ensure quality products and services with increased fluency	(iii) implement quality-control practices that ensure quality products with increased fluency
(6) The student participates in a supervised human services experience. The student is expected to:	(B) implement quality-control systems and practices that ensure quality products and services with increased fluency	(iv) implement quality-control practices that ensure quality services with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a supervised human services experience. The student is expected to:	(C) identify a functional work environment, equipment needs, and required utilities for offering human services	(i) identify a functional work environment for offering human services
(6) The student participates in a supervised human services experience. The student is expected to:	(C) identify a functional work environment, equipment needs, and required utilities for offering human services	(ii) identify equipment needs for offering human services
(6) The student participates in a supervised human services experience. The student is expected to:	(C) identify a functional work environment, equipment needs, and required utilities for offering human services	(iii) identify required utilities for offering human services
(6) The student participates in a supervised human services experience. The student is expected to:	(D) employ appropriate social skills necessary for interacting with a diverse population	(i) employ appropriate social skills necessary for interacting with a diverse population
(6) The student participates in a supervised human services experience. The student is expected to:	(E) collect representative work samples	(i) collect representative work samples