

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter G. Consumer and Resource Management, High School

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

§122.61. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Consumer and Resource Management, High School.

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

Source: The provisions of this §122.61 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.62. Management (One-Half Credit).

- (a) General requirements. This technical course is recommended for students in Grades 10-12.
- (b) Introduction. Consumer and resource management focuses on consumer practices and responsibilities, the management process, decision-making skills, career preparation, and the impact of technology on individual and family life. Individuals utilize acquired knowledge and skills to develop consumer and financial management expertise, occupational competence, and proficiency in managing multiple roles.

(c) Knowledge and skills.

- (1) **Management tools.** The student utilizes the decision-making process to enhance the quality of life.

The student is expected to:

- (A) analyze the various steps in the decision-making process;
- (B) explain how personal decision making is affected by sociological, emotional, cultural, socioeconomic, and family influences;
- (C) determine the role of responsibility and personal priorities in the decision-making process;
- (D) describe the role of planning in effective utilization of the decision-making process; and
- (E) utilize the decision-making process in solving problems and managing peer pressure.

- (2) **Management tools.** The student applies the goal-setting process as a management tool.

The student is expected to:

- (A) identify various categories of goals;
- (B) explain how goals change throughout the life cycle;

- (3) **Management tools.** The student demonstrates skills, characteristics, and responsibilities of leaders and effective team members.
- (4) **Management of resources.** The student applies effective practices for managing time, energy, and money resources.
- (5) **Management of resources.** The student distinguishes methods of personal risk management.
- (6) **Management of resources.** The student utilizes effective environmental resource management practices.
- (C) analyze factors that influence goal setting;
- (D) describe the role of planning in effective utilization of the goal-setting process; and
- (E) utilize the goal-setting process.
- The student is expected to:
- (A) utilize parliamentary procedure as a management tool; and
- (B) practice problem solving through leadership and teamwork skills.
- The student is expected to:
- (A) create a daily time and work plan to accomplish goals;
- (B) demonstrate strategies for effective time and energy management;
- (C) determine the importance of time, energy, and money management;
- (D) identify the components of money management;
- (E) determine influences of societal, economic, and changing demographic factors on the management of time, energy, and money;
- (F) describe the use of technology as a life management resource; and
- (G) describe community resources enabling individuals to better manage time, energy, and money.
- The student is expected to:
- (A) determine strategies for coping with financial emergencies;
- (B) identify various types of insurance and their role in personal risk management; and
- (C) analyze investment and retirement options and their role in personal risk management.
- The student is expected to:
- (A) identify environmental resources, issues, and preservation practices;

- (B) determine the effect of environmental neglect on economics, health, safety, and quality of life;
- (C) propose personal, family, and community strategies for preserving the environment; and
- (D) demonstrate home and employment practices for preserving personal safety and the environment.
- (7) **Management of resources.** The student determines effective strategies for human resource management.
- The student is expected to:
- (A) identify examples of human resources;
- (B) demonstrate the use of delegation and division of tasks as techniques for managing human resources; and
- (C) determine strategies for managing human resources in personal, family, career, and community settings.
- (8) **Management of multiple roles.** The student predicts the implications of assuming multiple roles within the life span.
- The student is expected to:
- (A) identify roles common within the life span;
- (B) analyze changes in personal and family priorities within the life span;
- (C) summarize responsibilities and rewards of various roles;
- (D) describe conflicts and challenges of managing multiple family, community, and wage-earner roles;
- (E) determine how family life is impacted by the effectiveness of managing multiple family, community, and wage-earner roles; and
- (F) determine how occupational performance is impacted by the effectiveness of managing multiple family, community, and wage-earner roles.
- (9) **Management of multiple roles.** The student utilizes management techniques required when assuming multiple family, community, and wage-earner roles.
- The student is expected to:
- (A) determine the effect of various community and career roles on personal and family life;
- (B) analyze cultural influences on the management of multiple family, community, and wage-earner roles;

- (10) **Management of multiple roles.** The student utilizes interpersonal skills in managing family, community, and wage-earner roles.
- (11) **Career preparation.** The student analyzes components of responsible behavior.
- (12) **Career preparation.** The student analyzes management as an employability skill fundamental to all careers as well as being an occupational field itself.
- (C) propose management strategies for effectively managing multiple roles; and
- (D) propose effective techniques for managing stress.
- The student is expected to:
- (A) practice techniques for effective communication;
- (B) determine the relationship of personal priorities to family and employment needs;
- (C) utilize conflict resolution, assertiveness, and negotiation techniques; and
- (D) determine ways that assertiveness, conflict resolution, and negotiation skills can be utilized in managing family, community, and wage-earner roles.
- The student is expected to:
- (A) analyze one's responsibilities to family, employer, community, and society;
- (B) identify personal short-term and long-term goals that contribute to responsible behavior; and
- (C) propose strategies for demonstrating personal responsibility through community service.
- The student is expected to:
- (A) explain the importance of effective management skills for enhancing job performance;
- (B) determine employment and entrepreneurial opportunities and preparation requirements in the field of management;
- (C) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
- (D) demonstrate effective techniques to secure, maintain, and terminate employment;
- (E) practice positive human-relations skills;

- (F) appraise the impact of technology on management career opportunities; and
- (G) appraise the impact of societal, cultural, and changing demographic factors on management career opportunities.

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

The student is expected to:

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

