

Chapter 122. Texas Essential Knowledge and Skills for Family and Consumer Sciences Education

Subchapter A. Family and Consumer Sciences Foundations, Middle School

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

§122.1. Implementation of Texas Essential Knowledge and Skills for Family and Consumer Sciences Education, Family and Consumer Sciences Foundations, Middle School.

The provisions of this subchapter shall supersede §75.50(a) of this title (relating to Life Management Skills) beginning September 1, 1998.

§122.2. Skills for Living.

- (a) General requirements. This comprehensive course is recommended for students in Grades 7-8.
- (b) Introduction. Family and Consumer Sciences education provides individuals and families with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals utilize these skills to enhance career and personal effectiveness, promote family strength and well-being, and pursue career options.

(c) Knowledge and skills.

- (1) **Family relationships and personal development.** The student explains how family relationships affect personal development.

The student is expected to:

- (A) explain the role of the family in meeting needs of family members;
- (B) describe rights, responsibilities, and expectations of family members;
- (C) propose strategies for promoting satisfying relationships with siblings;
- (D) explain how positive family relationships contribute to personal effectiveness in other settings; and
- (E) explain the interdependence of family members across the life span.

The student is expected to:

- (2) **Family relationships and personal development.** The student relates personal development to choices in life.

- (A) identify factors influencing personal development;
- (B) propose ways to promote positive self-image;

- (C) relate personality traits to positive interpersonal relationships;
- (D) determine personal strengths and abilities as they relate to choices in life; and
- (E) demonstrate practices of effective leaders and team members.

(3) **Family relationships and personal development.** The student implements strategies that promote positive parent-child relationships across the life span.

The student is expected to:

- (A) describe the responsibilities of parenting;
- (B) summarize the impact of parenthood on individuals and families;
- (C) explain factors influencing parent-child relationships;
- (D) identify changes in the parent-child relationship at different stages in the family life cycle;
- (E) describe the effects of societal and cultural patterns on parenting roles; and
- (F) analyze concepts and skills related to parent-child relationships across the life span.

(4) **Family relationships and personal development.** The student demonstrates behaviors that contribute to satisfying interpersonal relationships.

The student is expected to:

- (A) describe strategies that promote satisfying relationships among friends;
- (B) determine personal characteristics that promote positive peer relationships;
- (C) explain how diversity impacts interpersonal relationships; and
- (D) propose effective responses to inappropriate behavior in interpersonal relationships.

(5) **Family relationships and personal development.** The student applies principles of effective communication.

The student is expected to:

- (A) describe characteristics of effective communication;
- (B) demonstrate techniques for resolving conflicts, including assertiveness techniques and refusal skills;
- (C) explain how cultural background influences patterns of communication; and

- (D) practice communication skills appropriate for various relationships and occasions.

(6) **Family relationships and personal development.** The student describes child care practices that promote development.

The student is expected to:

- (A) summarize developmental principles, factors, and appropriate activities influencing the growth and development of children;
- (B) simulate emergency situations requiring first aid;
- (C) identify safety practices that are important when caring for children;
- (D) apply appropriate child care practices to babysitting and caregiving;
- (E) discuss causes, prevention, and treatment of child abuse and neglect; and
- (F) identify resources available for the protection of children.

(7) **Personal management.** The student analyzes the relationship between decision making and acceptance of responsibility.

The student is expected to:

- (A) implement the decision-making process;
- (B) describe the role of acceptance of responsibility in making decisions;
- (C) summarize the effects of personal priorities and other influences on decisions; and
- (D) predict personal, family, and societal implications of various decisions.

(8) **Personal management.** The student utilizes effective consumer practices promoting money management and goal setting.

The student is expected to:

- (A) describe practices that facilitate goal setting;
- (B) identify resources involved in decision making;
- (C) explain the importance of planning in the achievement of short-term and long-term goals;
- (D) utilize the decision-making process and goal setting to guide spending; and
- (E) apply consumer practices facilitating the best use of available funds.

- (9) **Personal management.** The student describes management practices facilitating individuals assuming multiple roles.
- The student is expected to:
- (A) describe multiple roles of teens and their family members in society; and
 - (B) describe management skills needed to effectively manage multiple roles.
- (10) **Personal management.** The student exhibits good nutrition and health practices that promote personal well-being and achievement across the life span.
- The student is expected to:
- (A) identify practices that promote physical and mental health;
 - (B) explain dietary needs of individuals across the life span;
 - (C) describe eating disorders, their causes, and prevention;
 - (D) apply principles of good nutrition;
 - (E) identify sources of stress, including peer pressure;
 - (F) propose strategies and available resources for stress management; and
 - (G) relate the role of proper nutrition to well-being and achievement.
- (11) **Personal management.** The student practices principles of good grooming and positive personal habits.
- The student is expected to:
- (A) practice good grooming habits;
 - (B) summarize principles of clothing selection to meet needs and wants;
 - (C) demonstrate clothing-care procedures;
 - (D) determine consumer practices for effective management of the clothing budget; and
 - (E) analyze the role of grooming and apparel practices in personal effectiveness.
- (12) **Planning for the future.** The student describes occupational opportunities in Family and Consumer Sciences and other career concentrations.
- The student is expected to:
- (A) identify a variety of career options, including full-time homemaker;
 - (B) determine skills and educational requirements for identified careers;
 - (C) compare personal strengths, abilities, and goals to occupational requirements;

- (D) explain how technology impacts family life and careers; and
- (E) relate demands and rewards of identified careers to personal and family life.

(13) **Planning for the future.** The student evaluates personal goals in relation to planning for the future.

The student is expected to:

- (A) explain the impact of short-term and long-term goals in planning for the future;
- (B) apply effective verbal, nonverbal, written, and electronic communication skills;
- (C) apply effective study skills that promote academic achievement;
- (D) identify resources that assist in educational planning;
- (E) analyze the impact of career goals on personal behavior and educational decisions; and
- (F) summarize the relationship between goal achievement, decision making, planning, and management.