

# Module Correlation Chart

## TEKS

### §122.14. Family and Career Management

- (A) General requirements. This comprehensive course is recommended for students in Grades 11-12.
- (B) Introduction. Home economics education provides individuals and families with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals use these skills to enhance career and personal effectiveness, promote family strength and well-being, and to pursue career options.
- (C) Knowledge and skills.

Texas Essential Knowledge and Skills	Modules
<b>(1) Preparation for family and career roles. The student determines the transferable skills necessary to function effectively in family, community, and wage earner roles. The student is expected to:</b>	
(A) determine personal and family management skills that transfer to the workplace and community;	1
(B) assess changes in the job market and the resulting impact on the family; and	1
(C) identify ways family members and family practices promote life-long learning.	1
<b>(2) Preparation for family and career roles. The student analyzes the impact of technology on the changing workforce and on the family. The student is expected to:</b>	
(A) describe technological skills required for the workplace;	2
(B) explain the impact of technology on the workforce and family; and	2
(C) describe the effects of technology on personal and family life management.	2
<b>(3) Preparation for family and career roles. The student correlates personal and family strengths to employment opportunities. The student is expected to:</b>	
(A) assess personal interests, characteristics, skills, and their compatibility with varied career options;	7
(B) determine a variety of career options and preparation requirements; and	7
(C) describe the correlation between family support and job success.	1

<b>(4) Preparation for family and career roles. The student completes a supervised career connections experience applying knowledge and skills developed in the study of family and career management. The student is expected to:</b>		
(A)	determine home and business applications of knowledge and skills developed in the study of family and career management; and	6
(B)	utilize a career connections experience to demonstrate occupational applications of competencies developed in the study of family and career management.	7
<b>(5) Personal and career effectiveness. The student compares relationship skills to personal and career success. The student is expected to:</b>		
(A)	identify methods for developing and maintaining successful professional relationships; and	7
(B)	analyze the influence of positive interpersonal relationship skills on job success.	7
<b>(6) Personal and career effectiveness. The student exhibits personal characteristics that lead to career and personal success. The student is expected to:</b>		
(A)	relate a positive attitude to job and family effectiveness;	1
(B)	exhibit communication and interpersonal skills, including conflict resolution and negotiation, for developing personal and professional relationships;	7
(C)	practice time and stress management techniques;	7
(D)	demonstrate decision making, goal setting, and problem solving skills;	7
(E)	determine skills related to diversity that impacts career and personal effectiveness;	1, 7
(F)	analyze appropriate dress and grooming for the workplace;	5, 7
(G)	demonstrate business and personal etiquette;	2
(H)	demonstrate skills and characteristics of leaders and effective team members;	7
(I)	explain how to work within organizational structures to meet employer goals;	7
(J)	demonstrate effective techniques to secure, maintain, and terminate employment; and	7
(K)	demonstrate verbal, nonverbal, written, and electronic communication skills.	6, 7
<b>(7) Personal and career effectiveness. The student describes ways businesses contribute to family strengths and parental effectiveness. The student is expected to:</b>		
(A)	describe contributions of businesses to employees balancing responsibilities in family, community, and wage earner roles;	1
(B)	identify workplace policies and practices supportive of families; and	1

(C)	describe management practices facilitating individuals in multiple family, community, and wage earner roles.	1
<b>(8) Personal and career effectiveness. The student analyzes health related issues affecting employees in the workplace. The student is expected to:</b>		
(A)	determine occupational implications of substance abuse;	3
(B)	summarize company policies regarding mandatory drug testing;	3
(C)	summarize various employment policies regarding physical limitations and chronic health conditions;	3
(D)	describe workplace programs that promote good nutrition and exercise; and	1
(E)	identify environmental considerations and essential safety practices at work.	3
<b>(9) Personal and career effectiveness. The student describes the impact of ethical and legal practices in the workplace. The student is expected to:</b>		
(A)	summarize federal regulations governing employment practices;	3
(B)	identify forms of ethical and legal violations in the workplace;	3
(C)	identify strategies to address ethical and legal violations; and	3
(D)	discuss abuse of privileges, conflict of interest, and preferential treatment.	3
<b>(10) Effective management. The student exhibits resource management techniques. The student is expected to:</b>		
(A)	identify personal resources;	1
(B)	develop time management strategies;	7
(C)	explain the effect of priorities on personal and family management decisions; and	2
(D)	analyze components of effective financial management.	6
<b>(11) Effective management. The student practices effective decision making by meeting personal and family clothing needs. The student is expected to:</b>		
(A)	identify factors affecting personal and family clothing selection;	5
(B)	practice clothing care and maintenance;	5
(C)	analyze factors affecting the management of the personal and family clothing budget; and	5
(D)	demonstrate personal and business wardrobe planning skills.	5
<b>(12) Effective management. The student practices effective decision making by meeting personal and family housing needs. The student is expected to:</b>		
(A)	summarize housing options and considerations for selection;	6
(B)	estimate the expense of obtaining furnishings and maintaining living space;	6

(C)	determine skills necessary for managing and maintaining a home; and	6
(D)	summarize laws and regulations affecting housing.	6

<b>(13) Effective management. The student determines food choices that promote good health. The student is expected to:</b>		
(A)	determine considerations in planning nutritionally adequate meals for individuals and families;	4
(B)	determine food budget considerations;	4
(C)	compare the cost of foods from different sources; and	4
(D)	plan menus considering skills, time limitations, and nutritional needs.	4

*Source: The provisions of this §122.14 adopted to be effective September 1, 1998, 22 TexReg 5031.*

