

Crystal Leiva, M.Ed.

Hooks High School

2025-2026

Class Information Packet

Student Organizations: FCCLA-Family Career and Community Leaders of America

Schedule:

A Day

1 Prin. of Human Services

2 Child Development

3 Conference

Homeroom

Lunch

4 Child Development

8 Prin. of Human Services

B Day

1 Principles of Human Services

5 Instructional Practices

6 Instructional Practices

Homeroom

Lunch

7 Principles of Human Services

8 Principles of Human Services

Conference Hours: Students may see me between classes or parents may come during my conference time. Please call or email ahead if you are coming to campus.

Email: leivac@hooksisd.net or crystal.leiva@gohornetsgo.com

Supplies:

You will need –

- Charged Chromebook/Labtop
- Other supplies as requested; to be determined

If you have trouble getting supplies for class, let me know so we can work something out.

Grades:

Grading scale:

A=90-100

B=80-89

C=70-79

D=60-69 and ineligible for extracurricular activities

F=below 60 and ineligible for extracurricular activities

If you have any questions about the grading scale or your grade in the class, please feel free to ask me after class.

Late work will NOT be accepted after the six weeks has ended. It is **your responsibility** to get papers to me for a grade...you are seniors now and have to step up and start "adulting." I will remind you about due dates, but I will not hunt you down for papers! A grade of "0" will be entered into the gradebook for a missing assignment if not turned in the day it's due, even if excused. This is to remind you to turn in the assignment. If the absence is excused, a grade without a "late" penalty will be entered when the assignment is received. If an assignment is simply turned in late, the highest starting point will be 80%, not 100%. An extra 10 points will be counted off per day until it is turned in. **It is considered late if not turned in by 3:35 pm the day it's due.** Students who continually turn in late papers will be assigned Saturday School.

Absent/Tardy:

If you are late to 2nd/5th period, bring a pass from the office. If you are late from another class, bring a note from that teacher. Three tardies (without a pass) in one six week's period will result in detention.

If you are absent because of a school-related event, you have one extra day to turn in your assignment (regardless of A or B day.) Example: an essay is due Tuesday; you miss Tuesday due to a basketball game. You must turn in your essay Wednesday by 3:35 or it will be considered late and you can receive no higher than an 80. If you are absent and it's unexcused, see me and we'll make arrangements.

Bathroom Breaks:

You are expected to be able to go from point A to point B by yourself, without walking all over campus. If you need to go to the bathroom, go before class. If you're not loitering in the halls, you will have time to go. (Time management is a good thing to start working on now!)

Follow these rules when you go to the bathroom:

1. Take the appropriate pass. (There is a Boys and Girls pass.)
2. You may only be gone a maximum of 4 minutes.
3. You MUST sign out on the sheet on the clipboard, and sign back in.
4. No leaving during work time.
5. No pit stops – go straight to the bathroom and straight back; do not make Tik Toks, go to the snack cart, or bring anything else back with you!

If you abuse or break these rules, you will lose your bathroom privileges.

Cell phones:

Cell phones are not allowed in school. Please see Student Code of conduct.

Dress Code:

If you are out of compliance with dress code, the school counselors or Coach Jackson will address the situation. Be sure you read the Dress Code portion of the Student Code of Conduct.

Behavior Expectations:

I expect you to:

- Use appropriate language (no cursing, street slang, language I don't understand, etc.)
- Keep things on your desk, not in the air.
- Participate in class discussion.
- Stay in your seat.
- Respect the teacher and other students.
- Be prepared for class each day.
- No food or drinks, other than water, allowed in class.
- Conduct yourself in ways that make parents, teachers, administration, and community members proud.

If I have to constantly call you out for talking, being out of your seat, or being disrespectful, we will have a talk, and I will use detention, referrals, and other creative consequences as necessary. If it continues, I will contact your parents/guardians.

Plagiarism:

Plagiarism will not be tolerated in any form! The consequences of plagiarism in academia and real-world settings can be severe (just ask Jay-Z, Wiz Khalifa, Pharrell Williams, Ed Sheeren, to name a few...)

- [pley-juh-riz-uhm] noun 1. An act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author; 2. A piece of writing or other work reflecting such unauthorized use or imitation
- Synonyms: appropriation, infringement, piracy, counterfeiting, theft, borrowing, cribbing, passing off

Cheating off another student is also considered plagiarism. Collaborating with another student without permission is also cheating. If I find that students share work, those students will receive a 0, with no opportunity to make it up.

Copying and pasting content generated by AI without proper attribution or permission is not acceptable.

I reserve the right to add, make changes, or completely throw away this form at any time throughout the year. This year is going to be exciting as you learn new things for your next step into the real world. Let's make it a step in the right direction!

Year at a Glance:

Introduction to Human Services

Unit 1: Foundations & Employability:

TEKS 130.272(c)(1) Professional standards/employability skills — The student is expected to:

- (A)** apply interpersonal communication skills in business and industry settings;
- (B)** explain and recognize the value of collaboration within the workplace;
- (C)** examine the importance of time management to succeed in the workforce;
- (D)** identify work ethics/professionalism in a job setting; and
- (E)** develop problem-solving and critical-thinking skills.

TEKS 130.272(c)(2) Personal characteristics for success — The student is expected to:

(J) demonstrate effective communication skills.

Unit 2: Consumer Services & Finance

TEKS 130.272(c)(3) Consumer Services — personal and career effectiveness — The student is expected to:

(D) describe rewards, demands, and future trends in consumer service careers; and

(E) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.

Unit 3: Mental Health & Community Care

TEKS 130.272(c)(4) Counseling and Mental Health — personal and career effectiveness — The student is expected to:

(A) identify types of crises;

(B) determine appropriate responses, management strategies, and available technology to meet individual and family needs;

(C) determine effects of crisis on individuals and families;

(D) predict crises typical of various stages of the life cycle;

(E) identify the contributing factors of stress and how those factors impact individuals and relationships;

(F) investigate causes, prevention, and treatment of domestic violence.

Unit 4: Medical & Wellness Services

TEKS 130.272(c)(6) Family and Community Services — personal and career effectiveness —

The student is expected to:

(E) analyze dietary practices across the life span;

(F) explain the impact of nutrition on development, wellness, and productivity over the life span;

(G) prepare nutritious snacks or meals that contribute to wellness and productivity through the life span.

Unit 5: Housing, Real Estate & Design

TEKS 130.272(c)(8) Interior Design — personal and career effectiveness — The student is expected to:

(A) describe priorities and needs that influence interior design decisions;

(B) identify the elements and principles of design used in interiors;

(C) describe safe use and care of interior furnishings and equipment;

(D) identify maintenance and safety practices that affect interiors;

(E) discuss cultural, demographic, societal, and economic factors that influence interior design trends.

Unit 6: Fashion & Personal Care

EKS 130.272(c)(7) Fashion Design — personal and career effectiveness — The student is expected to:

(A) describe factors influencing apparel selection;

(B) analyze apparel selection practices that accommodate personal needs, including age,

lifestyle, special needs, and career;

(C) interpret and use information on apparel care labels;

(D) demonstrate safety practices when using and caring for apparel construction tools and equipment;

(E) demonstrate simple clothing repair and alteration techniques.

TEKS 130.272(c)(9) Personal Care Services — personal and career effectiveness — The student is expected to:

(A) explore new and emerging technologies that may affect personal care services;

(B) investigate the specific state requirements for licensure in personal care services;

(C) create records, including electronic records, of client services to retrieve personal care client information;

(D) examine different types of media to achieve maximum impact on targeted client populations.

Unit 7: Marketing & Branding

TEKS 130.272(c)(1) Professional standards/employability skills — The student is expected to:

(A) apply interpersonal communication skills in business and industry settings;

(B) explain and recognize the value of collaboration within the workplace;

(E) develop problem-solving and critical-thinking skills.

TEKS 130.272(c)(2) Personal characteristics for success — The student is expected to:

(J) demonstrate effective communication skills.

Unit 8: Audio Visual

TEKS 130.272(c)(1) Professional standards/employability skills — The student is expected to:

(A) apply interpersonal communication skills in business and industry settings;

(B) explain and recognize the value of collaboration within the workplace.

TEKS 130.272(c)(2) Personal characteristics for success — The student is expected to:

(J) demonstrate effective communication skills.

Unit 9: Hospitality & Tourism

EKS 130.272(c)(1) Professional standards/employability skills — The student is expected to:

(A) apply interpersonal communication skills in business and industry settings;

(B) explain and recognize the value of collaboration within the workplace;

(D) identify work ethics/professionalism in a job setting.

TEKS 130.272(c)(2) Personal characteristics for success — The student is expected to:

(E) investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings.

Unit: Personal Success & Effort (embedded throughout)

TEKS 130.272(c)(2) Personal characteristics for success — The student is expected to:

(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities;

(B) develop measurable short- and long-term goals for personal and professional life;

(C) demonstrate personal-management skills needed for productivity;

(D) practice ethical and appropriate methods of conflict resolution;

- (E) investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings;
- (F) analyze the relationship of wellness to personal and professional productivity;
- (G) determine personal and professional implications of substance abuse;
- (H) demonstrate apparel maintenance and repair skills that enhance appearance in personal and professional settings;
- (I) practice leadership skills such as participation in career and technical student organizations.

Unit: Career Exploration (embedded in Foundations & later revisits)

TEKS 130.272(c) Career exploration across clusters — The student is expected to:

- (3)(D–E) Consumer Services — describe rewards, demands, trends; identify employment and entrepreneurial opportunities and preparation requirements;
- (4)(G–H) Counseling & Mental Health — describe rewards, demands, trends; identify employment and entrepreneurial opportunities and preparation requirements;
- (5)(E–F) Early Childhood — describe rewards, demands, trends; identify employment and entrepreneurial opportunities and preparation requirements;
- (6)(H–I) Family & Community — describe rewards, demands, trends; identify employment and entrepreneurial opportunities and preparation requirements;
- (7)(F–G) Fashion Design — describe rewards, demands, trends; identify employment and entrepreneurial opportunities and preparation requirements;
- (8)(F–G) Interior Design — describe rewards, demands, trends; identify employment and entrepreneurial opportunities and preparation requirements;
- (9)(E–F) Personal Care — describe rewards, demands, trends; identify employment and entrepreneurial opportunities and preparation requirements.

TEKS Coverage Check

Strand 1 (Employability): (1)(A–E) — covered in Foundations & Employability; Marketing & Branding; Audio Visual; Hospitality & Tourism.

Strand 2 (Personal Success): (2)(A–J) — covered in Personal Success & Effort; reinforced in multiple units.

Strand 3–9 (Career Areas): consumer services, counseling/mental health, early childhood, family & community (incl. wellness/nutrition), fashion, interior design, and personal care — covered in their respective units above.

Child Development

Unit 1: Pregnancy & Conception

TEKS §127.311(c)(3) Optimal prenatal care and development — *The student is expected to:*

- (A) *identify signs and stages of pregnancy;*
- (B) *analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development;*

- (C) identify characteristics of, contributing factors to, and treatment of various fetal birth defects, including defects of unknown etiology;*
- (D) analyze nutritional needs prior to and during pregnancy;*
- (E) analyze appropriate medical care and good health practices prior to and during pregnancy;*
- (F) explain how technological advances in prenatal care can impact child development;*
- (G) explore careers that provide service to those receiving prenatal care; and*
- (H) analyze the process of labor and delivery methods.*

Course Intro/Context (embed in Week 1):

TEKS §127.311(c)(1) Roles and responsibilities of caregivers/guardians — The student is expected to:

- (A) compare parenting styles and the potential influence of each style on a child's development;*
- (B) investigate the legal rights and responsibilities of parents;*
- (C) analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting; and*
- (D) analyze the parental responsibilities of educating children through the continuum of developmental stages.*

Safety & Policy Foundations (introduce early and spiral):

TEKS §127.311(c)(2) Care, protection, and safety of children — The student is expected to:

- (A) analyze the effects of childhood trauma at each developmental stage;*
- (B) describe counseling and therapeutic services available to children such as pharmacotherapy and cognitive-behavioral, family, trauma-focused, and play therapy;*
- (C) demonstrate first aid and cardiopulmonary resuscitation skills;*
- (D) analyze community resources relevant to the care and protection of children, including childcare services, health care services, and auxiliary service organizations;*
- (E) examine suggested preventative health care recommendations for children such as AAP and CDC guidelines and recommendations for immunizations, physical exams, and oral hygiene;*
- (F) assess the safety of children's cribs, toys, clothing, food, and travel safety equipment; and*
- (G) identify current legislation and public policies affecting the care, protection, and safety of children.*

Unit 2: 1st Trimester

TEKS §127.311(c)(3) Optimal prenatal care and development — The student is expected to:

- (A) identify signs and stages of pregnancy;*
- (B) analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development;*
- (C) identify characteristics of, contributing factors to, and treatment of various fetal birth defects, including defects of unknown etiology;*
- (D) analyze nutritional needs prior to and during pregnancy;*
- (E) analyze appropriate medical care and good health practices prior to and during pregnancy;*
- (F) explain how technological advances in prenatal care can impact child development;*
- (G) explore careers that provide service to those receiving prenatal care; and*
- (H) analyze the process of labor and delivery methods.*

Course Intro/Context (embed in Week 1):

TEKS §127.311(c)(1) Roles and responsibilities of caregivers/guardians — The student is

expected to:

- (A)** compare parenting styles and the potential influence of each style on a child's development;
- (B)** investigate the legal rights and responsibilities of parents;
- (C)** analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting; and
- (D)** analyze the parental responsibilities of educating children through the continuum of developmental stages.

Safety & Policy Foundations (introduce early and spiral):

TEKS §127.311(c)(2) Care, protection, and safety of children — The student is expected to:

- (A)** analyze the effects of childhood trauma at each developmental stage;
- (B)** describe counseling and therapeutic services available to children such as pharmacotherapy and cognitive-behavioral, family, trauma-focused, and play therapy;
- (C)** demonstrate first aid and cardiopulmonary resuscitation skills;
- (D)** analyze community resources relevant to the care and protection of children, including childcare services, health care services, and auxiliary service organizations;
- (E)** examine suggested preventative health care recommendations for children such as AAP and CDC guidelines and recommendations for immunizations, physical exams, and oral hygiene;
- (F)** assess the safety of children's cribs, toys, clothing, food, and travel safety equipment; and
- (G)** identify current legislation and public policies affecting the care, protection, and safety of children.

Unit 3: 2nd Trimester

TEKS §127.311(c)(3) Optimal prenatal care and development — The student is expected to:

- (A)** identify signs and stages of pregnancy;
- (B)** analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development;
- (C)** identify characteristics of, contributing factors to, and treatment of various fetal birth defects, including defects of unknown etiology;
- (D)** analyze nutritional needs prior to and during pregnancy;
- (E)** analyze appropriate medical care and good health practices prior to and during pregnancy;
- (F)** explain how technological advances in prenatal care can impact child development;
- (G)** explore careers that provide service to those receiving prenatal care; and
- (H)** analyze the process of labor and delivery methods.

Course Intro/Context (embed in Week 1):

TEKS §127.311(c)(1) Roles and responsibilities of caregivers/guardians — The student is expected to:

- (A)** compare parenting styles and the potential influence of each style on a child's development;
- (B)** investigate the legal rights and responsibilities of parents;
- (C)** analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting; and
- (D)** analyze the parental responsibilities of educating children through the continuum of developmental stages.

Safety & Policy Foundations (introduce early and spiral):

TEKS §127.311(c)(2) Care, protection, and safety of children — The student is expected to:

- (A)** analyze the effects of childhood trauma at each developmental stage;

- (B) describe counseling and therapeutic services available to children such as pharmacotherapy and cognitive-behavioral, family, trauma-focused, and play therapy;*
- (C) demonstrate first aid and cardiopulmonary resuscitation skills;*
- (D) analyze community resources relevant to the care and protection of children, including childcare services, health care services, and auxiliary service organizations;*
- (E) examine suggested preventative health care recommendations for children such as AAP and CDC guidelines and recommendations for immunizations, physical exams, and oral hygiene;*
- (F) assess the safety of children's cribs, toys, clothing, food, and travel safety equipment; and*
- (G) identify current legislation and public policies affecting the care, protection, and safety of children.*

Unit 4: 3rd Trimester

TEKS §127.311(c)(3) Optimal prenatal care and development — The student is expected to:

- (A) identify signs and stages of pregnancy;*
- (B) analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development;*
- (C) identify characteristics of, contributing factors to, and treatment of various fetal birth defects, including defects of unknown etiology;*
- (D) analyze nutritional needs prior to and during pregnancy;*
- (E) analyze appropriate medical care and good health practices prior to and during pregnancy;*
- (F) explain how technological advances in prenatal care can impact child development;*
- (G) explore careers that provide service to those receiving prenatal care; and*
- (H) analyze the process of labor and delivery methods.*

Course Intro/Context (embed in Week 1):

TEKS §127.311(c)(1) Roles and responsibilities of caregivers/guardians — The student is expected to:

- (A) compare parenting styles and the potential influence of each style on a child's development;*
- (B) investigate the legal rights and responsibilities of parents;*
- (C) analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting; and*
- (D) analyze the parental responsibilities of educating children through the continuum of developmental stages.*

Safety & Policy Foundations (introduce early and spiral):

TEKS §127.311(c)(2) Care, protection, and safety of children — The student is expected to:

- (A) analyze the effects of childhood trauma at each developmental stage;*
- (B) describe counseling and therapeutic services available to children such as pharmacotherapy and cognitive-behavioral, family, trauma-focused, and play therapy;*
- (C) demonstrate first aid and cardiopulmonary resuscitation skills;*
- (D) analyze community resources relevant to the care and protection of children, including childcare services, health care services, and auxiliary service organizations;*
- (E) examine suggested preventative health care recommendations for children such as AAP and CDC guidelines and recommendations for immunizations, physical exams, and oral hygiene;*
- (F) assess the safety of children's cribs, toys, clothing, food, and travel safety equipment; and*
- (G) identify current legislation and public policies affecting the care, protection, and safety of children.*

Unit 5: Labor & Delivery

§127.311(c)(3)(H) — analyze the process of labor and delivery methods.

§127.311(c)(1)(C) — analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting.

§127.311(c)(2)(B) — describe the counseling and therapeutic services available to children such as pharmacotherapy and cognitive-behavioral, family, trauma-focused, and play therapy.

§127.311(c)(2)(C) — demonstrate first aid and cardiopulmonary resuscitation skills.

§127.311(c)(2)(F) — assess the safety of children's cribs, toys, clothing, food, and travel safety equipment.

Unit 6: Birth-12 Months

TEKS §127.311(c)(4) Strategies for optimizing development (birth–12 months) — The student is expected to:

(A) analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages birth through twelve months;

(B) investigate the impact of children ages birth through twelve months on the family such as the impact on roles, finances, responsibilities, and relationships in the family;

(C) analyze the impact of technology such as personal usage or exposure and assistive technologies on the growth and development of children ages birth through 12 months;

(D) explore careers that provide service to children ages birth through twelve months; and

(E) identify appropriate nutrition and ways to meet nutritional needs, including breast feeding and formula feeding, and considerations related to food allergies for children ages birth through twelve months.

Unit 7: Toddler 13-35 Months

TEKS §127.311(c)(5) Strategies for optimizing development (13–35 months) — The student is expected to:

(A) analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages 13 months through 35 months;

(B) create play activities such as pre-literacy, social emotional learning, mathematics, science, physical movement, outdoor play, art, and music activities that enhance the growth and development of children ages 13 months through 35 months;

(C) analyze the impact of technology such as personal usage and assistive technologies on the growth and development of children ages 13 months through 35 months;

(D) analyze appropriate nutritional guidelines that promote wellness in children ages 13 months through 35 months;

(E) explore careers that provide service to children ages 13 months through 35 months; and

(F) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 13 months through 35 months.

Unit 8: Preschool 3-5 Years

TEKS §127.311(c)(6) Growth and development (ages 3–5) — The student is expected to:

(A) analyze the physical, emotional, social, intellectual, and moral development needs of the children ages 3 through 5 years;

- (B) describe the role of play in the development of children ages 3 through 5 years;*
- (C) develop activities such as physical exercise or group play activities that meet developmental needs of children ages 3 through 5 years;*
- (D) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 3 through 5 years;*
- (E) identify minimum standards for licensing regulations of various preschools and childcare settings such as in-home, private, public, and religious organizations;*
- (F) explore careers that provide service to children ages 3 through 5 years; and*
- (G) analyze the impact of technology on the growth and development of children ages 3 through 5 years such as personal usage, assistive technologies, and digital citizenship.*

Unit 9: Childhood 6-11

TEKS §127.311(c)(7) Growth and development (ages 6–11) — The student is expected to:

- (A) analyze the physical, emotional, social, intellectual, and moral development needs of children ages 6 through 11 years;*
- (B) compare the roles of various school environments such as public, private, and home settings in the growth and development of children ages 6 through 11 years;*
- (C) evaluate the importance of and influences on individual and group identity such as self-concept theories, learning styles, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 6 through 11 years;*
- (D) develop appropriate activities for meeting developmental needs of children ages 6 through 11 years such as physical exercise, language development, communication, listening skills, independence, conflict resolution, and self-discipline;*
- (E) create balanced meal plans that are developmentally appropriate for children ages 6 through 11 years, including children with special dietary needs such as food allergies and type I diabetes;*
- (F) explore careers that provide service to children ages 6 through 11 years;*
- (G) discuss legislation and public policies affecting children ages 6 through 11 years; and*
- (H) analyze the impact of technology on the growth and development of children ages 6 through 11 years such as personal usage, assistive technologies, and digital citizenship.*

Unit 10: Early Adolescence 12-14

TEKS §127.311(c)(8) Growth and development (ages 12–19) — The student is expected to:

- (A) summarize the physical, emotional, social, intellectual, and moral needs of children ages 12 through 19 years;*
- (B) assess the role of the various school environments such as public, private, and home environments on the growth and development of children ages 12 through 19 years;*
- (C) evaluate the importance of and influences on individual and group identity such as self-concept theories, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 12 through 19 years;*
- (D) develop appropriate activities for meeting developmental needs of children ages 12 through 19 years such as physical, academic, professional, and social skills;*
- (E) create recipes for nutritious snacks or meals appropriate for preparation by children ages 12 through 19 years, including snacks or meals for individuals with special dietary needs such as food allergies or type I diabetes;*

- (F) explore careers that provide service to children ages 12 through 19 years;*
- (G) discuss legislation, child labor laws, and public policies affecting children ages 12 through 19 years;*
- (H) analyze the impact of technology such as personal usage, assistive technologies, digital citizenship, digital footprints, and social media on the growth and development of children ages 12 through 19 years; and*
- (I) propose short- and long-term career goals in child development.*

Unit 11: Adolescent 15-19

TEKS §127.311(c)(8) Growth and development (ages 12–19) — The student is expected to:

- (A) summarize the physical, emotional, social, intellectual, and moral needs of children ages 12 through 19 years;*
- (B) assess the role of the various school environments such as public, private, and home environments on the growth and development of children ages 12 through 19 years;*
- (C) evaluate the importance of and influences on individual and group identity such as self-concept theories, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 12 through 19 years;*
- (D) develop appropriate activities for meeting developmental needs of children ages 12 through 19 years such as physical, academic, professional, and social skills;*
- (E) create recipes for nutritious snacks or meals appropriate for preparation by children ages 12 through 19 years, including snacks or meals for individuals with special dietary needs such as food allergies or type I diabetes;*
- (F) explore careers that provide service to children ages 12 through 19 years;*
- (G) discuss legislation, child labor laws, and public policies affecting children ages 12 through 19 years;*
- (H) analyze the impact of technology such as personal usage, assistive technologies, digital citizenship, digital footprints, and social media on the growth and development of children ages 12 through 19 years; and*
- (I) propose short- and long-term career goals in child development.*

Instructional Practices

Unit 1: Education Careers

§127.315(c)(2) Explore the teaching and training profession — The student is expected to:

- (A) demonstrate an understanding of the historical foundations of education and training in the United States;*
- (B) summarize and apply acquired pedagogical knowledge and skills needed by teaching and training professionals;*
- (C) identify qualities of effective schools;*
- (D) discuss non-traditional settings for teaching and training careers such as those in corporations, community outreach programs, nonprofits, and government entities; and*
- (E) formulate a professional philosophy of education based on a personal set of beliefs.*

§127.315(c)(9) Relationship between school and society — The student is expected to:

- (A) explain the relationship between school and society;*
- (B) recognize and use resources for professional growth such as family, school, and community resources; and*

(C) collaborate with stakeholders such as family, school, and community to promote learning.

§127.315(c)(18) Mentor relationships — The student is expected to:

(A) recognize the benefits of a mentor relationship such as increased teacher retention, mentor guidance, and coaching; and

(B) seek out and foster mentorship opportunities.

§127.315(c)(19) Teacher employment requirements — The student is expected to:

(A) describe required education needed to become a certified teacher;

(B) explain the steps for becoming a certified teacher in Texas;

(C) compare certification requirements for various content and grade level areas of interest; and

(D) identify various financial aid sources available for teacher candidates such as scholarships, student loans, and student loan forgiveness options once certified.

Unit 2: Ethics Laws & Responsibilities

§127.315(c)(11) Professional, ethical, and legal responsibilities — The student is expected to:

(A) describe teacher and trainer practices that promote professional and ethical conduct;

(B) analyze professional and ethical standards that apply to educators and trainers;

(C) analyze situations requiring decisions based on professional, ethical, and legal considerations; and

(D) analyze expected effects of compliance and non-compliance with the Code of Ethics and Standard Practices for Texas Educators.

§127.315(c)(5) Interact effectively in the role of an educator — The student is expected to:

(A) demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals;

(B) demonstrate methods for promoting stakeholder partnerships in improving educational outcomes; and

(C) describe the procedure for handling and reporting physical or emotional abuse.

§127.315(c)(15) Accommodations & modifications — The student is expected to:

(A) identify the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;

(B) explain the structure and components of an individualized education program (IEP);

(C) explain the structure and components of a Section 504 Plan; and

(D) compare accommodations and modifications for students with special needs.

§127.315(c)(16) Record keeping — The student is expected to:

(A) understand and demonstrate the use of learning management systems and record-keeping tools;

(B) outline school district policies related to teacher record keeping; and

(C) identify the essential components of behavioral and academic records according to state and school district policy.

Unit 3: Child and Adolescent Development

§127.315(c)(3) Understand the learner and the learning process — The student is expected to:

(A) relate and implement principles and theories of human development to teaching and training situations;

- (B) relate and implement principles and theories about the learning process to teaching and training situations;*
- (C) demonstrate and implement behaviors and skills that facilitate the learning process;*
- (D) explain the relationship between effective instructional practices and providing support for learning differences, learner exceptionality, and learners with special needs;*
- (E) evaluate backgrounds, strengths, and skills of students when planning instruction; and*
- (F) demonstrate techniques for developing effective relationships with students that foster mutual respect and rapport and result in effective instruction.*

§127.315(c)(1) Health & wellness of educators — The student is expected to:

- (A) identify signs of personal stress and anxiety;*
- (B) choose appropriate boundaries for a healthy work-life balance; and*
- (C) implement strategies to manage health and wellness.*

Unit 4: Learning Styles & Theories

§127.315(c)(3) Understand the learner and the learning process — The student is expected to:

- (A) relate and implement principles and theories of human development to teaching and training situations;*
- (B) relate and implement principles and theories about the learning process to teaching and training situations; and*
- (C) demonstrate and implement behaviors and skills that facilitate the learning process.*

§127.315(c)(10) Technology skills — The student is expected to:

- (A) describe the role of technology in the instructional process;*
- (B) use technology applications appropriate for specific subject matter and student needs; and*
- (C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management.*

Unit 5: Planning Effective Lessons

§127.315(c)(5) Interact effectively (for stakeholder input during planning) — (A–C).

§127.315(c)(6) Plan and develop effective instruction — The student is expected to:

- (A) explain the role of the Texas Essential Knowledge and Skills in planning and evaluating instruction;*
- (B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction;*
- (C) explain the rationale for and process of instructional planning components such as vertical alignment and scope and sequence;*
- (D) describe principles and theories that impact instructional planning;*
- (E) create clear short-term and long-term learning objectives that are developmentally appropriate for students; and*
- (F) demonstrate lesson planning to meet instructional goals.*

§127.315(c)(8) Assess teaching and learning — The student is expected to:

- (A) describe the role of assessment as part of the learning process;*
- (B) create assessments to measure student learning;*
- (C) analyze the assessment process;*
- (D) use appropriate assessment strategies in an instructional setting; and*
- (E) use assessment data to evaluate and revise lesson plans.*

Unit 6: Instructional Strategies

127.315(c)(3) Understand the learner and the learning process — (C–F) (behaviors that facilitate learning; support for differences/exceptionality; evaluate backgrounds/strengths; build rapport and respect).

§127.315(c)(6) Plan and develop effective instruction — (D–F) (link theories to strategies; objectives; lesson design).

§127.315(c)(7) Create an effective learning environment — The student is expected to:

(A) describe and implement a safe and an effective learning environment that incorporates the principles of universal design;

(B) analyze and evaluate strategic student grouping techniques that result in effective instruction;

(C) demonstrate teacher and trainer practices that promote an effective learning environment;

(D) evaluate materials and equipment to determine age and grade level appropriateness and to meet the needs of diverse learners;

(E) identify classroom management techniques that promote an effective learning environment; and

(F) demonstrate communication, conflict-management, and mediation techniques supportive of an effective learning environment.

§127.315(c)(10) Technology skills — (A–C).

Unit 7: Classroom Environment & Management

§127.315(c)(7) Create an effective learning environment — (A–F) (UDL, grouping, practices, materials, management, communication/conflict/mediation).

§127.315(c)(14) Feedback — The student is expected to:

(A) explain the role feedback plays in the learning process;

(B) provide guidance and feedback to motivate student behavior and outcomes;

(C) demonstrate methods of providing feedback to students such as checklists, classroom processes, and written documentation;

(D) demonstrate methods of accepting and reflecting on feedback to determine plans for improvement of educational outcomes; and

(E) apply questioning strategies to facilitate student discussion.

§127.315(c)(17) Observation techniques — The student is expected to:

(A) evaluate teaching styles, learning environments, and classroom management utilizing observation checklists or other observation and evaluation tools; and

(B) use observation and evaluation reports to reflect on teaching practices and develop strategies for improvement.

Unit 8: Diverse Learners

§127.315(c)(3)(D–F) (learning differences, exceptionality, special needs; plan with strengths/backgrounds; relationships and rapport).

§127.315(c)(7)(D–F) (materials/equipment for diverse learners; management techniques; communication/conflict/mediation).

§127.315(c)(10)(A–C) (technology for instruction/evaluation/management; apps aligned to learner needs).

§127.315(c)(15)(A–D) (IDEA, 504, IEP, 504 Plan; accommodations vs. modifications).

Field-Based / Portfolio

§127.315(c)(12) Field-based experiences — The student is expected to:

(A) apply instructional strategies and concepts within a local educational or training facility; and

(B) document, assess, and reflect on instructional experiences.

§127.315(c)(13) Technical knowledge and skills — The student is expected to:

(A) update professional portfolio components such as resume, samples of work, service-learning log, assessment results, and mock scholarship applications; and

(B) present the portfolio to interested stakeholders.