## Cluster:
Human Services

### Course Name:
§130.242 Principles of Human Services (One-Half to One Credit)

### Course Description:
(1) This laboratory course will enable students to investigate careers in the human services career cluster including counseling and mental health, early childhood development, family and community, and personal care 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.

(2) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### Course Requirements:
This course is recommended for students in Grades 9-12. Students must have access to computers, access to foods laboratory facilities, tools and equipment for basic apparel maintenance, and access to professionals in each pathway within human services.

### Units of Study

<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources</th>
</tr>
</thead>
</table>
| I. Personal Characteristics for Success | (1) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. | (A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities  | • PFDC  
• PFDTIG  
• SPFL  
• TT  
• 4-H 4-h.org  
• Congressional Youth Leadership Council  www.cylc.org  
• FCCLA  www.texasfccla.org  
www.fcclainc.org  
• Mind Tools  www.mindtools.com  
• National Youth Leadership Council |
| A. Decision-making process      | 1. Ways to make decisions                                                             |                                                                                      |                                                        |
|                                 | 2. Wants and needs                                                                    |                                                                                      |                                                        |
|                                 | 3. Values - influences on                                                             |                                                                                      |                                                        |
|                                 | 4. Priorities                                                                         |                                                                                      |                                                        |
| B. Characteristics of maturity  |                                                                                      |                                                                                      |                                                        |
| C. Long-term and short-term goals |                                                                                      |                                                                                      |                                                        |

Copyright © Texas Education Agency 2009. All rights reserved.
<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Management</td>
<td>(D) practice ethical and appropriate methods of conflict resolution</td>
<td><a href="http://www.nylc.org">www.nylc.org</a></td>
<td>Youthleadership.com  <a href="http://www.youthleadership.com/index.html">www.youthleadership.com/index.html</a></td>
</tr>
<tr>
<td>1. Management process and techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Personal energy techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Family, peers, coworkers, authority figures</td>
<td>(E) analyze the significance of grooming and appearance in personal and professional settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Negative and positive methods of conflict resolution</td>
<td>(H) evaluate appearance in personal and professional settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Negotiation techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Effects of wellness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Health risk resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Substance abuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Grooming habits and effects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. How grooming affects appearance in personal and professional life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appropriate appearance for different occasions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units of Study</td>
<td>Knowledge and Skills</td>
<td>Student Expectations</td>
<td>Resources</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------</td>
<td>-----------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| H. Factors that affect clothing choices | (I) apply clothing selection, maintenance, and repair skills to enhance career opportunities | • PFDTIG  
• SPFL  
• TT  
• 10 Clothing Repairs [diyfashion.about.com/od/mendingandalterations/tp/Repair_and_Mend_Clothing.htm](http://diyfashion.about.com/od/mendingandalterations/tp/Repair_and_Mend_Clothing.htm)  
• Apparel Net  [www.apparel.net](http://www.apparel.net)  
• Apparel News.net [www.apparelnews.net](http://www.apparelnews.net)  
• Apparel Search Fashion Industry Portal [www.apparelsearch.com/Apparel_Search_2.htm](http://www.apparelsearch.com/Apparel_Search_2.htm)  
• The Cutting Edge Apparel Business Guide (Cornell University) [instruct1.cit.cornell.edu/courses/cuttingedge/index2.html](http://instruct1.cit.cornell.edu/courses/cuttingedge/index2.html)  
• Fashion [www.fashion.org](http://www.fashion.org)  
• The Fashion Group International [newyork.fgi.org](http://newyork.fgi.org)  
• The Fashion Center [www.fashioncenter.com](http://www.fashioncenter.com)  
• Fashion Icon [www.fashion-icon.com](http://www.fashion-icon.com)  
• Fashion Live [www.fashionlive.com](http://www.fashionlive.com)  
• Fashion Navigator [www.fashion.at](http://www.fashion.at)  
• Fashion Showroom [www.fashionshowroom.com](http://www.fashionshowroom.com)  
• FashionSource.com [www.fashionsource.com](http://www.fashionsource.com)  
• Office of Textiles and Apparel (OTEXA) [otexa.ita.doc.gov](http://otexa.ita.doc.gov)  
• Women’s Wear Daily [www.wwd.com](http://www.wwd.com) |
<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources</th>
</tr>
</thead>
</table>
| I. Introduction to CTSOs  
1. Opportunities for leadership  
2. Qualities of leaders  
3. Types of leaders  
4. Qualities of members  
5. Importance of teamwork | (1) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. | (J) practice leadership skills | • PFDTIG  
• FCCLA www.texasfccla.org  
• SkillsUSA www.skillsusatx.org |
| J. Researching jobs of personal interest  
1. Requirements  
2. Resumes/ job applications  
3. Interviewing and follow up  
4. Entrepreneurial opportunities | (2) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. | (F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest | • PFDCC  
• PFDTIG  
• SPFL  
• TT  
• America’s Career Infonet www.acinet.org/acinet  
• The Career Key www.careerkey.org  
• CareerPath.com www.careerpath.com  
• Career Voyages www.careervoyages.gov  
• CollegeGrad.com www.collegegrad.com  
• Job Star www.jobstar.org  
• Kuder www.kuder.com  
• Labor Market and Career Information (LMCI) www.cdr.state.tx.us  
• Monster www.monster.com  
• National Research Center for Career and Technical Education www.ncte.org  
• Occupational Outlook Handbook |
<p>| | (3) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. | (H) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest |  |
| | (4) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. | (F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests |  |
| | (5) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. | (I) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests |  |</p>
<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources</th>
</tr>
</thead>
</table>
|               | (6) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. | (F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests | • Occupational Outlook Handbook www.bls.gov/oco  
• O*Net Online online.onetcenter.org  
• Texas OSCAR - Occupation and Skill Computer Assisted Researcher www.ioscar.org/tx  
• Texas Workforce Commission www.twc.state.tx.us  
• Texas Work Prep www.TexasWorkPrep.com |

### II. Consumer Services

| A. Basics of budgeting  
1. Factors in saving  
2. Types of income | (2) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. | (A) apply the decision-making process in planning the allocation and use of finances  
(B) employ technology to manage resources  
(C) analyze consumer buying techniques that promote effective use of resources  
(D) investigate sustainable techniques for managing resources  
(E) describe rewards, demands, and future trends in consumer services careers | • PFDCC  
• PFDTIG  
• SPFL  
• TT  
• Achieve Texas www.achievetexas.org  
• Career Clusters www.careerclusters.org  
• Consumer Federation of America www.consumerfed.org  
• Consumer Jungle www.consumerjungle  
• Consumer World www.consumerworld.org  
• Consumers Union www.consumersunion.org  
• Family Economics and Financial |
| B. Impact of technology on consumers  
1. Debit and credit cards  
2. Online checking and management | | | |
| C. Making shopping decisions  
1. The role of advertising  
2. Where and when to shop | | | |
<p>| D. Consumer rights and responsibilities | | | |</p>
<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1. Consumer laws  
2. The importance of warranties and return policies  
3. Writing a complaint letter | | | Education  www.fefe.arizona.edu  
• FDIC - Money Smart for Young Adults  www.fdic.gov/consumers/consumer/moneysmart/young.html  
• Federal Citizen Information Center  www.pueblo.gsa.gov  
• Federal Trade Commission  www.ftc.gov  
• Hands On Banking Program  www.handsonbanking.org/en/  
• Jump$tart  www.jumpstart.org  
• Labor Market and Career Information  www.lmci.state.tx.us  
• National Consumers League  www.nclnet.org  
• NEFE High School Financial Planning Program  hsfpp.nefe.org/home/  
• Occupational Outlook Handbook  www.bls.gov/oco  
• O*Net  online.onetcenter.org  
• Small Business Administration  www.sba.gov  
• Texas OSCAR - Occupation and Skill Computer Assisted Researcher  www.ioscar.org/tx  
• U.S. Bureau of Labor and Statistics  www.bls.gov  
• Vocational Information Center  www.khake.com/page2.html |
<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources</th>
</tr>
</thead>
</table>
| III. Counseling and Mental Health | (3) The students demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. | (A) determine types of crises  
(D) determine crises typical of various stages of the life cycle  
(C) determine effects of crisis on individuals and families  
(B) determine appropriate responses, management strategies, and technology available to meet individual and family needs  
(E) identify the contributing factors and describe the impact of stress on individuals and relationships  
(F) investigate causes, prevention, and treatment of domestic and relationship violence | - PFDTIG  
- SPFL  
- TT  
- Achieve Texas  [www.achievetexas.org](http://www.achievetexas.org)  
- American Association of Marriage & Family Therapy  [www.aamft.org/faqs/index_nm.asp](http://www.aamft.org/faqs/index_nm.asp)  
- American Counseling Association  [www.counseling.org/CareerCenter](http://www.counseling.org/CareerCenter)  
- American Music Therapy Association  [www.musictherapy.org/career_ind.html](http://www.musictherapy.org/career_ind.html)  
- America’s Career Infonet  [www.acinet.org/acinet](http://www.acinet.org/acinet)  
- Child Abuse Prevention Network  [child.cornell.edu](http://child.cornell.edu)  
- Job Star  [www.jobstar.org](http://www.jobstar.org)  
- Kuder  [www.kuder.com](http://www.kuder.com)  
- Labor Market and Career Information (LMCI)  [www.lmci.state.tx.us](http://www.lmci.state.tx.us)  
- Monster  [www.monster.com](http://www.monster.com)  
- National Research Center for Career Development |
<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources</th>
</tr>
</thead>
</table>

IV. Early Childhood Development
<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Knowledge and Skills</th>
<th>Student Expectations</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Basic needs of children</td>
<td>(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services.</td>
<td>(A) identify the basic needs of children</td>
<td>• PFDTIG</td>
</tr>
<tr>
<td>1. Physical needs</td>
<td></td>
<td>(B) analyze the responsibilities of caregivers for promoting the safety and development of children</td>
<td>• SPFL</td>
</tr>
<tr>
<td>2. Emotional needs</td>
<td></td>
<td></td>
<td>• TT</td>
</tr>
<tr>
<td>3. Social needs</td>
<td></td>
<td></td>
<td>• Achieve Texas <a href="http://www.achievetexas.org">www.achievetexas.org</a></td>
</tr>
<tr>
<td>4. Intellectual needs</td>
<td></td>
<td>(C) evaluate developmentally appropriate guidance techniques for children</td>
<td>• Career Clusters <a href="http://www.careerclusters.org">www.careerclusters.org</a></td>
</tr>
<tr>
<td>B. Responsible caregiving</td>
<td></td>
<td></td>
<td>• American Academy of Pediatrics <a href="http://www.aap.org">www.aap.org</a></td>
</tr>
<tr>
<td>1. Characteristics of caregivers</td>
<td></td>
<td></td>
<td>• babycenter <a href="http://www.babycenter.com">www.babycenter.com</a></td>
</tr>
<tr>
<td>2. Responsibilities of caregivers</td>
<td></td>
<td></td>
<td>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov/ncbddd/child/">www.cdc.gov/ncbddd/child/</a></td>
</tr>
<tr>
<td>3. Resources for caregivers</td>
<td></td>
<td></td>
<td>• KidsHealth <a href="http://www.kidshealth.org">www.kidshealth.org</a></td>
</tr>
<tr>
<td>C. Parenting styles</td>
<td></td>
<td>(D) investigate causes, preventions, and treatment of child abuse</td>
<td></td>
</tr>
<tr>
<td>Units of Study</td>
<td>Knowledge and Skills</td>
<td>Student Expectations</td>
<td>Resources</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| D. Developmentally appropriate guidance techniques | | (E) describe rewards, demands, and future trends in early childhood development and services | • Mayo Clinic  www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex  
• MyPyramid  www.mypyramid.gov  
• National Association for the Education of Young Children  www.naeyc.org  
• National Network for Child Care  www.nmchc.org  
• Nutrition.gov  www.nutrition.gov  
• Occupational Outlook Handbook  www.dol.gov/oco  
• O*Net Online  online.onetcenter.org  
• Parenting  www.parenting.com  
• Prevent Child Abuse America  www.preventchildabuse.org/index.shtml  
• Texas Council on Family Violence  www.tcfv.org  
• Texas Department of Family and Protective Services  www.dfps.state.tx.us  
• Texas OSCAR  www.ioscar.org/tx  
• Vocational Information Center  www.khake.com/page2.html  
• Zero to Three  www.zerotothree.org |
| E. Child Abuse  
  1. Types of child abuse  
  2. Events that can lead to child abuse  
  3. Skills and resources available to address child abuse | | | |
| F. Careers in early childhood development and services, including entry level, technical, and professional | | | |
| G. Future trends in early childhood development and services | | | |
### Units of Study

**V. Family and Community Services**

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) identify the basic functions of the family, including roles and responsibilities</td>
</tr>
<tr>
<td>(B) investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members</td>
</tr>
<tr>
<td>(C) analyze the multiple roles and responsibilities assumed by individuals within the family</td>
</tr>
<tr>
<td>(D) investigate community service opportunities</td>
</tr>
<tr>
<td>(E) explain the impact of nutrition on development, wellness, and productivity over the life span</td>
</tr>
<tr>
<td>(F) analyze dietary practices across the life span</td>
</tr>
<tr>
<td>(G) prepare nutritious snacks or meals that contribute to wellness and productivity through the life span</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PFDTIG</td>
</tr>
<tr>
<td>• SPFL</td>
</tr>
<tr>
<td>• TT</td>
</tr>
<tr>
<td>• Achieve Texas  <a href="http://www.achievetexas.org">www.achievetexas.org</a></td>
</tr>
<tr>
<td>• Career Clusters <a href="http://www.careerclusters.org">www.careerclusters.org</a></td>
</tr>
<tr>
<td>• American Dietetic Association <a href="http://www.eatright.org">www.eatright.org</a></td>
</tr>
<tr>
<td>• American Heart Association <a href="http://www.americanheart.org">www.americanheart.org</a></td>
</tr>
<tr>
<td>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov">www.cdc.gov</a></td>
</tr>
<tr>
<td>• Chem 4 Kids <a href="http://www.chem4kids.com/files/bio_metabolism.html">www.chem4kids.com/files/bio_metabolism.html</a></td>
</tr>
<tr>
<td>• Emily Post Institute <a href="http://www.emilypost.com">www.emilypost.com</a></td>
</tr>
<tr>
<td>• Food &amp; Drug Administration <a href="http://www.fda.gov">www.fda.gov</a></td>
</tr>
<tr>
<td>• Institute of Food Technologists <a href="http://www.ift.org/cms">www.ift.org/cms</a></td>
</tr>
<tr>
<td>• The Journal of Nutrition jn.nutrition.org/nutinfo</td>
</tr>
<tr>
<td>Units of Study</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. Basic food preparation</td>
</tr>
<tr>
<td>4. Table setting and etiquette</td>
</tr>
<tr>
<td>E. Food labels and consumer purchasing</td>
</tr>
<tr>
<td>F. Careers in family and community services</td>
</tr>
<tr>
<td>G. Future trends in family and community services</td>
</tr>
<tr>
<td>VI. Personal Care Services</td>
</tr>
<tr>
<td>A. Life skills needed for success</td>
</tr>
<tr>
<td>1. Communication skills</td>
</tr>
<tr>
<td>2. Professional image</td>
</tr>
<tr>
<td>B. TDLR laws, rules, and regulations</td>
</tr>
<tr>
<td>C. Cosmetology career effectiveness</td>
</tr>
<tr>
<td>1. Customer service</td>
</tr>
<tr>
<td>2. Clerical development</td>
</tr>
<tr>
<td>3. Front desk salon operator</td>
</tr>
<tr>
<td>4. Bookkeeping strategies</td>
</tr>
<tr>
<td>5. Salon management</td>
</tr>
<tr>
<td>D. Marketing and public relations</td>
</tr>
<tr>
<td>Units of Study</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>1. Public speaking</td>
</tr>
<tr>
<td>2. Salon demographic exploration</td>
</tr>
<tr>
<td>3. Project; oral presentations</td>
</tr>
<tr>
<td>4. Leadership projections</td>
</tr>
<tr>
<td>E. Salon fundamentals</td>
</tr>
<tr>
<td>F. Employment opportunities in personal care services</td>
</tr>
<tr>
<td>G. Future trends in personal care services</td>
</tr>
</tbody>
</table>

**Resources: Books**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Title</th>
<th>Author</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFDC1</td>
<td>Personal and Family Development Curriculum Caddy</td>
<td>CEV Multimedia, Ltd., 2004</td>
<td>1569186596</td>
</tr>
<tr>
<td>PFDTIG</td>
<td>Personal and Family Development Teacher's Instructional Guide</td>
<td>Curriculum Center for FCS, 2008</td>
<td></td>
</tr>
<tr>
<td>SPFL</td>
<td>Skills for Personal and Family Living</td>
<td>Goodheart-Willcox Company, 2004</td>
<td>1590701003</td>
</tr>
<tr>
<td>TT</td>
<td>Today's Teen</td>
<td>Glencoe/McGraw-Hill Division, 2004</td>
<td>0078463696</td>
</tr>
</tbody>
</table>

**Resources: Web Sites**

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H</td>
<td><a href="http://4-h.org">http://4-h.org</a></td>
</tr>
<tr>
<td>10 Clothing Repairs</td>
<td><a href="http://diyfashion.about.com/od/mendingandalterations/tp/Repair_and_Mend_Clothing.htm">http://diyfashion.about.com/od/mendingandalterations/tp/Repair_and_Mend_Clothing.htm</a></td>
</tr>
<tr>
<td>Achieve Texas</td>
<td><a href="http://www.achievetexas.org">www.achievetexas.org</a></td>
</tr>
<tr>
<td>America's Career Infonet</td>
<td><a href="http://www.acinet.org/acinet">www.acinet.org/acinet</a></td>
</tr>
<tr>
<td>American Academy of Pediatrics</td>
<td><a href="http://www.aap.org">www.aap.org</a></td>
</tr>
<tr>
<td>American Association of Marriage &amp; Family Therapy</td>
<td><a href="http://www.aamft.org/faqs/index_nm.asp">www.aamft.org/faqs/index_nm.asp</a></td>
</tr>
<tr>
<td>American Counseling Association</td>
<td><a href="http://www.counseling.org/CareerCenter">www.counseling.org/CareerCenter</a></td>
</tr>
<tr>
<td>American Dietetic Association</td>
<td><a href="http://www.eatright.org">www.eatright.org</a></td>
</tr>
<tr>
<td>American Heart Association</td>
<td><a href="http://www.americanheart.org">www.americanheart.org</a></td>
</tr>
<tr>
<td>American Music Therapy Association</td>
<td><a href="http://www.musictherapy.org/career_ind.html">www.musictherapy.org/career_ind.html</a></td>
</tr>
<tr>
<td>Apparel Net</td>
<td><a href="http://www.apparel.net">www.apparel.net</a></td>
</tr>
<tr>
<td>Units of Study</td>
<td>Knowledge and Skills</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Apparel News.net</td>
<td><a href="http://www.apparelnews.net">www.apparelnews.net</a></td>
</tr>
<tr>
<td>Apparel Search Fashion Industry Portal</td>
<td><a href="http://www.apparelsearch.com/Apparel_Search_2.htm">www.apparelsearch.com/Apparel_Search_2.htm</a></td>
</tr>
<tr>
<td>babycenter</td>
<td><a href="http://www.babycenter.com">www.babycenter.com</a></td>
</tr>
<tr>
<td>Career Clusters</td>
<td><a href="http://www.careerclusters.org">www.careerclusters.org</a></td>
</tr>
<tr>
<td>Career Voyages</td>
<td><a href="http://www.careervoyages.gov">www.careervoyages.gov</a></td>
</tr>
<tr>
<td>CareerPath.com</td>
<td><a href="http://www.careerpath.com">www.careerpath.com</a></td>
</tr>
<tr>
<td>Centers for Disease Control and Prevention</td>
<td><a href="http://www.cdc.gov">www.cdc.gov</a></td>
</tr>
<tr>
<td>Centers for Disease Control and Prevention</td>
<td><a href="http://www.cdc.gov/ncbddd/child/">www.cdc.gov/ncbddd/child/</a></td>
</tr>
<tr>
<td>Child Abuse Prevention Network</td>
<td><a href="http://child.cornell.edu">http://child.cornell.edu</a></td>
</tr>
<tr>
<td>CollegeGrad.com</td>
<td><a href="http://www.collegegrad.com">www.collegegrad.com</a></td>
</tr>
<tr>
<td>Congressional Youth Leadership Council</td>
<td><a href="http://www.cyc.org">www.cyc.org</a></td>
</tr>
<tr>
<td>Consumer Federation of America</td>
<td><a href="http://www.consumerfed.org">www.consumerfed.org</a></td>
</tr>
<tr>
<td>Consumer Jungle</td>
<td><a href="http://www.consumerjungle">www.consumerjungle</a></td>
</tr>
<tr>
<td>Consumer World</td>
<td><a href="http://www.consumerworld.org">www.consumerworld.org</a></td>
</tr>
<tr>
<td>Consumers Union</td>
<td><a href="http://www.consumersunion.org">www.consumersunion.org</a></td>
</tr>
<tr>
<td>Emily Post Institute</td>
<td><a href="http://www.emilypost.com">www.emilypost.com</a></td>
</tr>
<tr>
<td>Family Economics and Financial Education</td>
<td><a href="http://www.fefe.arizona.edu">www.fefe.arizona.edu</a></td>
</tr>
<tr>
<td>Fashion</td>
<td><a href="http://www.fashion.org">www.fashion.org</a></td>
</tr>
<tr>
<td>Fashion Icon</td>
<td><a href="http://www.fashion-icon.com">www.fashion-icon.com</a></td>
</tr>
<tr>
<td>Fashion Live</td>
<td><a href="http://www.fashionlive.com">www.fashionlive.com</a></td>
</tr>
<tr>
<td>Fashion Navigator</td>
<td><a href="http://www.fashion.at">www.fashion.at</a></td>
</tr>
<tr>
<td>Fashion Showroom</td>
<td><a href="http://www.fashionshowroom.com">www.fashionshowroom.com</a></td>
</tr>
<tr>
<td>FashionSource.com</td>
<td><a href="http://www.fashionsource.com">www.fashionsource.com</a></td>
</tr>
<tr>
<td>FCCLA</td>
<td><a href="http://www.fcclainc.org">www.fcclainc.org</a></td>
</tr>
<tr>
<td>FCCLA, Texas</td>
<td><a href="http://www.texasfccla.org">www.texasfccla.org</a></td>
</tr>
<tr>
<td>Units of Study</td>
<td>Knowledge and Skills</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>FDIC - Money Smart for Young Adults</td>
<td><a href="http://www.fdic.gov/consumers/consumer/moneysmart/young.html">www.fdic.gov/consumers/consumer/moneysmart/young.html</a></td>
</tr>
<tr>
<td>Federal Citizen Information Center</td>
<td><a href="http://www.pueblo.gsa.gov">www.pueblo.gsa.gov</a></td>
</tr>
<tr>
<td>Federal Trade Commission</td>
<td><a href="http://www.ftc.gov">www.ftc.gov</a></td>
</tr>
<tr>
<td>Food &amp; Drug Administration</td>
<td><a href="http://www.fda.gov">www.fda.gov</a></td>
</tr>
<tr>
<td>Institute of Food Technologists</td>
<td><a href="http://www.ift.org/cms">www.ift.org/cms</a></td>
</tr>
<tr>
<td>Job Star</td>
<td><a href="http://www.jobstar.org">www.jobstar.org</a></td>
</tr>
<tr>
<td>Jump$tart</td>
<td><a href="http://www.jumpstart.org">www.jumpstart.org</a></td>
</tr>
<tr>
<td>KidsHealth</td>
<td><a href="http://www.kidshealth.org">www.kidshealth.org</a></td>
</tr>
<tr>
<td>Kuder</td>
<td><a href="http://www.kuder.com">www.kuder.com</a></td>
</tr>
<tr>
<td>Labor Market and Career Information (LMCI)</td>
<td><a href="http://www.lmci.state.tx.us">www.lmci.state.tx.us</a></td>
</tr>
<tr>
<td>Mayo Clinic</td>
<td><a href="http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex">www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex</a></td>
</tr>
<tr>
<td>Mind Tools</td>
<td><a href="http://www.mindtools.com">www.mindtools.com</a></td>
</tr>
<tr>
<td>Monster</td>
<td><a href="http://www.monster.com">www.monster.com</a></td>
</tr>
<tr>
<td>MyPyramid</td>
<td><a href="http://www.mypyramid.gov">www.mypyramid.gov</a></td>
</tr>
<tr>
<td>National Association for the Education of Young Children</td>
<td><a href="http://www.naeyc.org">www.naeyc.org</a></td>
</tr>
<tr>
<td>National Consumers League</td>
<td><a href="http://www.nclnet.org">www.nclnet.org</a></td>
</tr>
<tr>
<td>National Cosmetology Association</td>
<td><a href="http://www.ncacares.org">www.ncacares.org</a></td>
</tr>
<tr>
<td>National Network for Child Care</td>
<td><a href="http://www.nmchc.org">www.nmchc.org</a></td>
</tr>
<tr>
<td>National Research Center for Career and Technical Education</td>
<td><a href="http://www.nccce.org">www.nccce.org</a></td>
</tr>
<tr>
<td>National Youth Leadership Council</td>
<td><a href="http://www.nyfc.org">www.nyfc.org</a></td>
</tr>
<tr>
<td>NEFE High School Financial Planning Program</td>
<td><a href="http://hsfpp.nefe.org/home">http://hsfpp.nefe.org/home</a></td>
</tr>
<tr>
<td>Nurses</td>
<td><a href="http://www.nursesource.org/psychiatric.html">www.nursesource.org/ psychiatric.html</a></td>
</tr>
<tr>
<td>Nutrition.gov</td>
<td><a href="http://www.nutrition.gov">www.nutrition.gov</a></td>
</tr>
<tr>
<td>O*Net</td>
<td><a href="http://online.onetcenter.org">http://online.onetcenter.org</a></td>
</tr>
<tr>
<td>Units of Study</td>
<td>Knowledge and Skills</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Occupational Safety &amp; Health Administration</td>
<td><a href="http://www.osha.gov">www.osha.gov</a></td>
</tr>
<tr>
<td>Office of Textiles and Apparel (OTEXA)</td>
<td><a href="http://otexa.ita.doc.gov">http://otexa.ita.doc.gov</a></td>
</tr>
<tr>
<td>Parenting</td>
<td><a href="http://www.parenting.com">www.parenting.com</a></td>
</tr>
<tr>
<td>Prevent Child Abuse America</td>
<td><a href="http://www.preventchildabuse.org/index.shtml">www.preventchildabuse.org/index.shtml</a></td>
</tr>
<tr>
<td>Psychology Career Page</td>
<td><a href="http://www.uni.edu/walsh/linda1.html">www.uni.edu/walsh/linda1.html</a></td>
</tr>
<tr>
<td>SkillsUSA</td>
<td><a href="http://www.skillsusatx.org">www.skillsusatx.org</a></td>
</tr>
<tr>
<td>Small Business Administration</td>
<td><a href="http://www.sba.gov">www.sba.gov</a></td>
</tr>
<tr>
<td>Stress Management</td>
<td><a href="http://www.helpguide.org/mental/stress_management_relief_coping.htm">www.helpguide.org/mental/stress_management_relief_coping.htm</a></td>
</tr>
<tr>
<td>Texas Council on Family Violence</td>
<td><a href="http://www.tcfv.org">www.tcfv.org</a></td>
</tr>
<tr>
<td>Texas Department of Family and Protective Services</td>
<td><a href="http://www.dfps.state.tx.us">www.dfps.state.tx.us</a></td>
</tr>
<tr>
<td>Texas Department of Licensing and Regulation (TDLR)</td>
<td><a href="http://www.license.state.tx.us/cosmet/cosmet.htm">www.license.state.tx.us/cosmet/cosmet.htm</a></td>
</tr>
<tr>
<td>Texas FCCLA</td>
<td><a href="http://www.texasfccla.org">www.texasfccla.org</a></td>
</tr>
<tr>
<td>Texas OSCAR - Occupation and Skill Computer Assisted Researcher</td>
<td><a href="http://www.ioscar.org/tx">www.ioscar.org/tx</a></td>
</tr>
<tr>
<td>Texas Workforce Commission</td>
<td><a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a></td>
</tr>
<tr>
<td>The Career Key</td>
<td><a href="http://www.careerkey.org">www.careerkey.org</a></td>
</tr>
<tr>
<td>The Cutting Edge Apparel Business Guide (Cornell University)</td>
<td><a href="http://instruct1.cit.cornell.edu/courses/cuttingedge/index2.html">http://instruct1.cit.cornell.edu/courses/cuttingedge/index2.html</a></td>
</tr>
<tr>
<td>The Fashion Center</td>
<td><a href="http://www.fashioncenter.com">www.fashioncenter.com</a></td>
</tr>
<tr>
<td>The Fashion Group International</td>
<td><a href="http://newyork.fgi.org">http://newyork.fgi.org</a></td>
</tr>
<tr>
<td>The Journal of Nutrition</td>
<td><a href="http://jn.nutrition.org/nutinfo">http://jn.nutrition.org/nutinfo</a></td>
</tr>
<tr>
<td>Units of Study</td>
<td>Knowledge and Skills</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>U.S. Department of Agriculture</td>
<td><a href="http://www.usda.gov/wps/portal">www.usda.gov/wps/portal</a></td>
</tr>
<tr>
<td>Vocational Information Center</td>
<td><a href="http://www.khake.com/page2.html">www.khake.com/page2.html</a></td>
</tr>
<tr>
<td>Vocational Information Center</td>
<td><a href="http://www.khake.com/page16.htm">www.khake.com/page16.htm</a></td>
</tr>
<tr>
<td>What's Cooking America - Food</td>
<td><a href="http://whatscookingamerica.net/Information/FreezerChart.htm">http://whatscookingamerica.net/Information/FreezerChart.htm</a></td>
</tr>
<tr>
<td>Storage Chart</td>
<td></td>
</tr>
<tr>
<td>Women’s Wear Daily</td>
<td><a href="http://www.wwd.com">www.wwd.com</a></td>
</tr>
<tr>
<td>Youthleadership.com</td>
<td><a href="http://www.youthleadership.com">www.youthleadership.com</a></td>
</tr>
<tr>
<td>Zero to Three</td>
<td><a href="http://www.zerotothree.org">www.zerotothree.org</a></td>
</tr>
</tbody>
</table>