Course Title: Interpersonal Studies

Instructor: Darla Hinchey
E-Mail Address: dhinchey@dentonisd.org
Phone: 940-369-1203

Morning Tutorials: 8:30-8:50, A101 T-Th
Conference Period: A3 & B3 12:30-1:30
Afternoon Tutorials: 4:10-4:30, A101 M&W

Course Description

In Interpersonal Studies, students will develop valuable skills that will help them prepare for life as a young adult. This program has a central focus on family but also on developing young minds that will have a positive impact in their community and beyond. The goal is to provide opportunities for personal development through a variety of activities including decision making and problem solving.

Course Requirements

This course is recommended for students in Grades 10-12.
Book: Strengthening Family & Self
Recommended Equipment: Access to computer and Internet is required for extended learning opportunities; Access to additional reading material relevant to topic or current event is essential for synthesis and evaluational learning.

Materials

Handouts and applicable materials (provided), pen, class folder or binder, box of tissues

Grading

Pursuant to Denton ISD’s grading policy all grades for the course will be reflective of mastery of Texas Essential Knowledge and Skills (TEKS). Students and parents may access the TEKS for 130.275 Interpersonal Studies within the Human Resources cluster at http://tea.texas.gov/index2.aspx?id=25769807883

Grades will be in one of two categories: major assessments and minor assessments. Major assessments consist of tests, projects, and presentations that are designed to evaluate understanding. Minor assessments will consist of developmental assignments that check for understanding of a smaller set of learning objectives; examples include worksheets, quizzes, writing prompts, and classroom activities.

Major Assessments: 60% of final nine weeks grade
Minor Assessments: 40% of final nine weeks grade

Reassessment Opportunities Must Be Earned By Meeting The Following Criteria:

- A “Request to Reassess” form must be submitted to the teacher by the student.
- All late work tied to the assessment must be completed and mastery demonstrated in order to earn reassessment.
- The reassessment must be completed within ten school days of the primary assessment.
- One opportunity for reassessment will be provided.
- Reassessment will be worth full credit.
**Classroom Expectations and Rules**

**MAKE-UP WORK:**
- It will be the **student's responsibility** to see that makeup work is completed within the specified timeframe.

**CLASSROOM MANAGEMENT:**
- Be respectful of the teacher and students in the class.
- All policies in the STUDENT HANDBOOK will be followed.
- Be on time to class with the needed supplies.
- Please don't ask to leave - other teachers, restrooms, etc. are off limits during class time.
- Cell Phones or any other electronic devices may not be used during instructional time (lectures, videos, and activities) or testing unless authorized by teacher.
- Students will be held responsible for equipment and furniture at their workstation.
- Remain in your seat until you are dismissed at the end of the class. Do not crowd around the door waiting for the bell.
- When leaving class, clean work area, throw away trash and push chair under table.

**NON-ACADEMIC BEHAVIOR:** Actions that impede the learning process such as: not completing assignments, chronically turning in late work, etc. may be met with disciplinary measures. Below is Career and Technology's policy for dealing with problematic non-academic behavior:
- 1st offense: Warning
- 2nd offense: Administrative referral
- 3rd offense: Saturday School

**INTERNET RULES:**
- **Students will not use the Internet without permission from the teacher.**
- Students are not allowed to download from the Internet.
- Students will not enter morally questionable areas. (If a student should accidentally encounter an area of which they are unsure, the teacher should be immediately notified to assist in making the decision. This would include, but is not limited to, vulgar language and/or pictures that are in appropriate.)
- Students will not print from Internet except by teacher permission.

If a student loses Internet privileges, the student must still complete the projects. They will either have to use the Internet somewhere other than the classroom or complete the project by another means.

### 2017-2018 Hinchey Class Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Class</th>
<th>Room/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>8:50-9:45</td>
<td>Academic Support</td>
<td>B203</td>
</tr>
<tr>
<td>A2</td>
<td>9:50-11:20</td>
<td>Counseling &amp; Mental Health</td>
<td>A101</td>
</tr>
<tr>
<td></td>
<td>11:20-11:50</td>
<td>A Lunch</td>
<td>A101 B128</td>
</tr>
<tr>
<td>A3</td>
<td>11:55-1:35</td>
<td>Planning</td>
<td>A103</td>
</tr>
<tr>
<td>A4</td>
<td>1:40-3:10</td>
<td>Interpersonal Studies</td>
<td>A101</td>
</tr>
<tr>
<td>A5</td>
<td>3:15-4:10</td>
<td>Academic Support</td>
<td>B203</td>
</tr>
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<td>B1</td>
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<td>B4</td>
<td>1:40-3:10</td>
<td>Business Management</td>
<td>A101</td>
</tr>
<tr>
<td>B5</td>
<td>3:15-4:10</td>
<td>Academic Support</td>
<td>B203</td>
</tr>
</tbody>
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§130.275. Interpersonal Studies (One-Half Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training. Students shall be awarded one-half credit for successful completion of this course.

(b) Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
2. The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.
3. Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.
4. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
5. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

1. The student demonstrates professional standards/employability skills as required by business & industry. 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 and professionalism in a job setting; and
   E. use problem-solving and critical-thinking skills.
2. The student evaluates factors related to personal development. The student is expected to:
   A. investigate factors that affect personal identity, personality, and self-esteem;
   B. analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs; and
   C. propose strategies that promote physical, emotional, intellectual, and social development.
3. The student determines short- and long-term implications of personal decisions. The student is expected to:
   A. summarize the decision-making process;
   B. discuss consequences and responsibilities of decisions; and
   C. evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.
4. The student analyzes considerations related to the transition to independent adulthood. The student is expected to:
   A. analyze adjustments related to achieving independence; and
   B. explore responsibilities of living as an independent adult.
5. The student analyzes the family's role in relationship development. The student is expected to:
   A. examine the development of relationships;
   B. investigate the family's role in fostering the abilities of its members to develop healthy relationships; and
   C. analyze effects of cultural patterns on family relationships.
6. The student analyzes relationship development outside the family. The student is expected to:
   A. explore ways to promote positive friendships;
   B. assess the influence of peers on the individual;
   C. determine appropriate responses to authority figures; and
   D. propose ways to promote an appreciation of diversity.
7. The student determines factors related to marital success. The student is expected to:
   A. discuss reasons for dating and the impact of social media on dating;
   B. analyze components of a successful marriage; and
   C. examine communication skills and behaviors that strengthen marriage.
8. The student determines methods that promote an effective family unit. The student is expected to:
   A. describe diverse family structures;
   B. identify the function of individuals within the family;
   C. compare functions of families in various cultures;
   D. predict the effects of societal, demographic, and economic trends on individuals and the family;
   E. determine procedures for meeting individual and family needs through resource management;
   F. explain how technology such as social media influences family functions and relationships; and
   G. determine the impact of effective family functioning on community and society.
9. The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:
   A. describe the stages of the family life cycle;
   B. examine roles and responsibilities of individuals and family members throughout the family life cycle;
   C. analyze financial considerations related to the family life cycle;
   D. predict the impact of technological advances on families throughout the family life cycle; and
   E. formulate a plan for effective management of technology on families throughout the family life cycle.

10. The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:
    A. categorize types of crises and their effect on individuals and families;
    B. determine strategies for prevention and management of individual and family problems and crises;
    C. identify resources and support systems that provide assistance to families in crisis;
    D. assess management strategies and technology available to meet special needs of family members; and
    E. summarize laws and public policies related to the family.

11. The student determines stress-management techniques effective for individuals and families. The student is expected to:
    A. describe the impact of stress on individuals and relationships;
    B. identify factors contributing to stress;
    C. practice creative techniques for managing stress; and
    D. implement positive strategies for dealing with change.

12. The student determines opportunities and preparation requirements for his or her chosen careers. The student is expected to:
    A. determine employment and entrepreneurial opportunities and preparation requirements for careers in his or her chosen field;
    B. determine how interests, abilities, and personal priorities affect career choice; and
    C. propose short- and long-term career goals.

13. The student develops professional skills and behavior. The student is expected to:
    A. practice effective verbal, nonverbal, written, and electronic communication skills;
    B. analyze the influence of cultural background on patterns of communication;
    C. practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;
    D. determine ethical practices in the workplace; and
    E. use leadership and team member skills in problem-solving situations.

14. The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:
    A. determine the impact of career choice on family life;
    B. describe the effect of family life on workplace productivity;
    C. determine employment practices and trends that support families; and
    D. explain how technology impacts career options and family roles.