MIDLAND INDEPENDENT SCHOOL DISTRICT CAREER & TECHNICAL EDUCATION

COURSE SYLLABUS

Principles of Human Services

Campus: Abell Jr. High | Academic Year: 2026–2027 | Length of Course: 1 Year
Grade Level: 8th Grade | High School Credit:1 Credit | Prerequisite: None
Instructor: Raul Guajardo Email: raul.guajardo@midlandisd.net Conference Period: 4

Course Description

Principles of Human Services is an introductory eighth-grade Career and Technical Education course designed to introduce students to careers and skills within the Human Services Career Cluster.

Students explore careers and workplace skills related to counseling and mental health, early childhood development, family and community services, consumer services, personal care services, fashion, and interior design.

Through the use of **iCEV multimedia lessons, projects, activities, assessments, and real-world applications**, students develop communication, leadership, problem-solving, decision-making, teamwork, professionalism, and career-readiness skills.

Students will investigate how human services professionals support individuals, families, and communities. They will also complete hands-on activities and projects that connect classroom learning to real-world situations and future career opportunities.

TEKS Alignment Note: The course uses the Texas **§130.272 Principles of Human Services** standards as its instructional framework while adapting the content, vocabulary, activities, and performance expectations for eighth-grade learners. TEA identifies §130.272 as a Principles of Human Services course recommended for Grades 9–12.

Course Objectives

By the end of this course, students will be able to:

Objective	Students will be able to:
1. Career Exploration	Identify and explore careers within the Human Services Career Cluster and describe education, training, skills, responsibilities, and future opportunities.
2. Employability Skills	Demonstrate professionalism, responsibility, teamwork, communication, leadership, time management, and problem-solving skills.
3. Communication	Demonstrate effective verbal, nonverbal, written, and electronic communication in personal, academic, and workplace situations.

4. Human Development	Explain basic human needs and factors that influence individual development, families, and communities.
5. Family & Community Services	Examine family roles, responsibilities, community needs, and opportunities for service and leadership.
6. Counseling & Mental Health	Identify common life challenges, sources of stress, types of crises, and appropriate ways individuals and communities can seek support.
7. Early Childhood Services	Identify children's basic needs and examine developmentally appropriate practices, safety, guidance, and caregiver responsibilities.
8. Consumer & Personal Services	Apply responsible consumer practices, resource-management skills, and basic personal-care service concepts.
9. Fashion & Interior Design	Explore basic principles of apparel selection, apparel care, interior design, safety, and personal presentation.
10. Career Readiness	Develop career-awareness materials and demonstrate skills necessary for success in high-skill, high-wage, or high-demand careers.
11. Community Service	Identify community needs and participate in projects that demonstrate service, leadership, teamwork, and citizenship.
12. Technology	Use technology appropriately to research careers, complete assignments, create presentations, communicate, and develop career portfolios.

Instructional Materials & Supplies

Students will use:

- **iCEV Principles of Human Services curriculum**
- iCEV multimedia lessons and presentations
- iCEV lesson plans, activities, projects, and assessments
- Chromebook or district-approved computer/device
- Google Classroom and/or district-approved learning platform
- Composition notebook or Human Services binder
- Folder for course materials
- Pens, pencils, colored pencils, markers, and highlighters
- Materials for classroom projects
- Headphones/earbuds when permitted
- Additional materials as assigned

iCEV provides multimedia curriculum resources with lesson plans, projects, activities, assessments, and other instructional materials that can be customized for classroom use.

Course Outline

UNIT	TOPIC	APPROXIMATE TIME
Unit 1	Introduction to Human Services & Career Exploration	3 weeks
Unit 2	Personal Practices for Success & Employability Skills	3 weeks
Unit 3	Communication, Leadership & Teamwork	3 weeks End of 1st grading period
Unit 4	Consumer Practices & Responsibilities	3 weeks
Unit 5	Counseling, Mental Health & Navigating Life's Challenges	3 weeks
Unit 6	Early Childhood Development & Services	3 weeks End of 2nd grading period
Unit 7	Family Dynamics & Community Services	3 weeks

Unit 8	Nutrition, Wellness & Healthy Meals	3 weeks
Unit 9	Fashion, Apparel Selection & Apparel Maintenance	3 weeks End of 3rd grading period
Unit 10	Interior Design & Interior Maintenance	3 weeks
Unit 11	Personal Care Services	3 weeks
Unit 12	Human Services Career & Community Service Project	3 weeks End of 4th grading period

Time frames are approximate and may be adjusted according to the school calendar, student needs, district requirements, and instructional pacing.

iCEV Curriculum Alignment

The course will use iCEV lessons as the primary digital curriculum resource.

iCEV Lesson/Topic	Primary Texas TEKS Alignment
Principles of Human Services	§130.272(3)(D), (4)(G), (5)(E), (6)(H), (7)(F), (8)(F)
Personal Practices for Success	§130.272(2)(F)–(G); §130.272(4)(E)
Basic Principles of Apparel Selection	§130.272(2)(E); §130.272(7)(A)–(B)
Basic Principles of Apparel Maintenance & Repair	§130.272(2)(H); §130.272(7)(C), (E)
Basic Principles of Apparel Construction	§130.272(7)(D)
Consumer Practices & Responsibilities	§130.272(3)(A)–(D); §130.272(4)(B)
Navigating Life's Challenges	§130.272(4)(A), (C), (D), (F)
Basic Principles of Child Development	§130.272(5)(A)–(D)
Family Dynamics	§130.272(6)(A)–(C)
Community Service	§130.272(6)(D)
Nutrition Over the Lifespan	§130.272(6)(E)–(F)
Basic Principles of Healthy Meals	§130.272(6)(G)
Basic Principles of Interior Design	§130.272(8)(A), (B), (E)
Basic Principles of Interior Maintenance	§130.272(8)(C)–(D)
Exploring Personal Care Services	§130.272(9)(A)–(E)

The iCEV TEKS blueprint specifically maps these lesson titles to the corresponding Principles of Human Services TEKS expectations.

Texas TEKS Alignment

The course is aligned to the following Texas Principles of Human Services TEKS:

- §130.272(1) – Career & Technical Education
- §130.272(2) – Personal Characteristics for Career Success
- §130.272(3) – Consumer Services
- §130.272(4) – Counseling & Mental Health Services
- §130.272(5) – Early Childhood Development & Services
- §130.272(6) – Family & Community Services
- §130.272(7) – Fashion Design
- §130.272(8) – Interior Design
- §130.272(9) – Personal Care Services

The TEA TEKS breakout identifies these expectations under §130.272, while the iCEV blueprint connects many of the individual expectations directly to iCEV lessons.

Grading Breakdown

Major assignments are those that allow students to demonstrate mastery of course objectives and TEKS. Minor assignments include skill checks, quizzes, classwork, homework, participation, and other short assessments.

Category	Percentage
Major Assignments, Projects & Assessments	**60%**
Minor Assignments, Quizzes & Skill Checks	**40%**
Semester Exam / Final Project	**15%**

Grade Scale:
A = 90–100 | B = 80–89 | C = 70–79 | F = Below 70

Semester grades include grades earned during each six-week grading period and a semester exam or final project weighted according to district grading procedures.

Classroom Expectations

Students are expected to:

- Be on time and prepared to learn.
- Treat classmates, teachers, and visitors with respect.
- Demonstrate professional behavior.
- Participate actively in class.
- Complete assignments and projects on time.
- Work cooperatively with classmates.
- Follow classroom and school rules.
- Use technology appropriately.
- Maintain confidentiality when discussing personal or family situations.
- Ask questions and seek assistance when needed.
- Demonstrate responsibility, dependability, and a positive work ethic.

Academic Integrity

Cheating, plagiarism, unauthorized collaboration, or submitting work that is not your own is not tolerated. First offenses may result in a zero and parent/guardian contact. Further violations will follow district policy. Students may use AI or other digital tools only when specifically permitted by the teacher.

Attendance & Participation

Attendance and active participation are essential to success. Students must:

- Attend scheduled classes.
- Arrive prepared and ready to learn.
- Participate in classroom activities and projects.
- Complete make-up work after an absence.

- Communicate with the instructor regarding missed assignments.
- Make up missed assessments according to school and district procedures.

Students will receive make-up time in accordance with district attendance policies.

Late Work & Make-Up Policy

Students are responsible for obtaining and completing work missed because of an absence.

Unless superseded by district policy:

- **1 school day late:** Maximum grade of 90
- **2 school days late:** Maximum grade of 80
- **3–5 school days late:** Maximum grade of 70
- Assignments submitted after the late-work window may receive no credit unless approved by the instructor.
- Missed tests, quizzes, projects, and presentations must be rescheduled.

School and district policies supersede classroom policies when applicable.

Technology Use

Students will use iCEV and other technology to:

- Complete multimedia lessons.
- Conduct career research.
- Complete projects and activities.
- Take quizzes and assessments.
- Create presentations.
- Develop career portfolios.
- Communicate professionally.
- Research Human Services careers.

Students must follow Midland ISD technology and acceptable-use policies.

iCEV's platform allows educators to use multimedia lessons together with lesson plans, projects, activities, handouts, and assessments.

Acknowledgment of Understanding

Please return this signed page by **[Date]**.

- **Student Name: _____**
- **Student Signature: _____**
- **Class Period: _____**
- **Date: _____**
- **Parent/Guardian Name: _____**
- **Parent/Guardian Signature: _____**
- **Preferred Parent Contact (Email/Phone): _____**
- **Parent Email: _____**
- **Parent Cell: _____**

Course: 8th Grade Principles of Human Services
Academic Year: 2026–2027
Curriculum: iCEV
Texas TEKS Framework: §130.272 – Principles of Human Services
Grade Level: 8
School: Midland ISD

See **Midland ISD CTE** for the annual public notification of nondiscrimination.