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| <b>SUBJECT:</b>          | Career and Technical Education  | <b>CORRELATION</b>  |
| <b>GRADE LEVEL:</b>      | 6, 7, 8   | <b>FLORIDA DEPARTMENT OF EDUCATION</b>  |
| <b>COURSE TITLE:</b>     | Personal Development  | <b>INSTRUCTIONAL MATERIALS CORRELATION</b>  |
| <b>COURSE CODE:</b>      | 8500430   | <b>COURSE STANDARDS / BENCHMARKS</b>  |
| <b>SUBMISSION TITLE:</b> | <i>Exploring Life and Career</i>  |   |
| <b>BID ID:</b>           | 3048  |   |
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| <b>BENCHMARK CODE</b>    | <b>BENCHMARK</b>  | <b>LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL</b><br>(Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.) |
|                          | Identify purposes and functions of professional and community service organizations.  | 107-110, 384  |
|                          | Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations. | 104-110, 384<br>Teacher's Edition: T12-T14  |
|                          | Work cooperatively as a group member to achieve organizational goals.   | 104-105, 107, 393-394   |
|                          | Demonstrate confidence in leadership roles and organizational responsibilities.   | 8, 107  |
|                          | Demonstrate personal responsibility.  | 14, 47-53, 80-81 (activities), 100-110, 148-149 (activities)  |
|                          | Practice time management techniques.  | 118-119   |
|                          | Identify methods used for studying.   | 114-121   |
|                          | List ways to use study time wisely.   | 118-121   |
|                          | Create a plan to manage your time.  | 118-119, 149 (activity #19)   |
|                          | List ways technology can add balance your life.   | 186-195 (includes activities)   |
|                          | Develop a personal growth project.  | 5-45 (includes activities)  |
|                          | Identify ways to create organization in your personal space.  | 120-121   |
|                          | Review Robert Havighurst's developmental tasks of pre-adolescence and adolescence.  | 11-16 (related topics)  |
|                          | Identify Maslow's basic human needs.  | 86-89   |
|                          | Define self-esteem and self-concept.  | 7-9   |
|                          | Explain how heredity and environment affect the development of personality.   | 6-7   |

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|  | Identify factors that affect self-concept and achievement.   | 7-9, 34, 87-89, 95-103, 394  |
|  | State how a positive self-concept builds good relationships with friends, peers, parents, and family members.              | 7-9, 18-41   |
|  | Identify characteristics of individuals with high/low self-esteem.   | 7-9, 36 (text and Safety Link feature), 87   |
|  | Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development. | 6, 96-99, 126, 361-362   |
|  | Analyze personality strengths and weaknesses.  | 45 (activity #18)  |
|  | Identify how values and standards affect character and actions.  | 95-99  |
|  | Determine how to make ethical decisions.   | 101-102  |
|  | Identify social skills that contribute to good relationships with others, including diverse multi-cultural groups.         | 26-30, 32-41, 106-109, 393-394   |
|  | Identify appropriate topics of conversation when establishing relationships with acquaintances.                            | 26-27, 245   |
|  | List forms of verbal and non-verbal communication.   | 33-34, 44 (activity #11, 16)   |
|  | Practice positive communication skills.  | 34-36  |
|  | Demonstrate appropriate manners and etiquette for a variety of social situations.  | 45 (activity #20), 244-249, 251 (activity #27)   |
|  | Identify positive and negative stress.   | 127-128  |
|  | Identify changes that affect families.   | 37-43  |
|  | Describe ways of coping with personal and family stress and crises.  | 40-42, 127-128   |
|  | Recognize signs of peer pressure and bullying.   | 28 (text and Succeed in Life feature), 36 (text and Safety Link feature), 87 (Safety Link feature) |
|  | Demonstrate refusal skills   | 28 (Succeed in Life feature), 30, 40-41, 44 (activity #17), 78                                     |
|  | Identify causes of conflict.   | 21-22, 30, 39  |
|  | List the steps in the conflict resolution process.   | 40-41  |
|  | Compare ways of dealing with and preventing conflict with friends and family members.                                      | 26, 30, 33-41  |
|  | Identify types of relationships.   | 19-30, 393-394   |
|  | Describe qualities of a friend   | 26   |
|  | Recognize healthy and unhealthy relationships.   | 18-30, 35-42   |
|  | List the functions of families.  | 19-24  |

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|  | List types of family structures.  | 20  |
|  | Describe the family life cycle.   | 19-23 (related topics)                          |
|  | Identify ways to blend work and family.   | 369, 358-359                                    |
|  | Discuss the benefits and challenges of current technology and the impact on the family.               | 186-195 (includes activities)                   |
|  | Identify factors in caring for children and the elderly.  | 23, 46-81 (includes activities), 205-217        |
|  | Discuss the joys and challenges of being a parent.  | 54-81 (includes activities)                     |
|  | Describe wellness.  | 123   |
|  | Explain the importance of good nutrition.   | 199-221 (includes activities)                   |
|  | Classify foods according to the Food Guide Pyramid.   | 205-213   |
|  | List the essential nutrients and describe their functions and sources.                                | 200-201, 220 (activity #2, 7)                   |
|  | List good health practices that contribute to looking your best.                                      | 123-134   |
|  | Identify the health risks associated with the use of alcohol, tobacco, and other drugs.               | 124, 148 (activity #4)                          |
|  | List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs. | 41-42   |
|  | Develop an exercise and nutrition plan that incorporates the components of wellness.                  | 215-217, 220-221 (includes activities)          |
|  | Identify careers related to health and wellness.  | 197, 362-363, 373-377                           |
|  | Define needs and wants.   | 85-89   |
|  | Identify major and minor decisions and the factors that affect decisions.                             | 90-105  |
|  | Identify the steps of the decision-making process.  | 102-103   |
|  | Develop a self-improvement plan using the decision-making process to set goals and priorities.        | 97-98, 101-103, 112 (activity #9, 13), 370-371  |
|  | Apply the decision-making process to personal, social, and family activities.                         | 102-103, 112-113                                |
|  | Identify factors that affect consumer choices.  | 139-146   |
|  | Identify ways to manage your resources for personal needs and wants.                                  | 92-93, 116-119, 135-144                         |
|  | Develop a spending and savings plan for your money.   | 136-139, 148 (activity #17), 149 (activity #23) |
|  | Discuss reasons for working.  | 356-357   |
|  | Explain the relationship between income and lifestyle.  | 357-359   |

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|  | Identify the personal skills needed for employment.   | 391-396   |
|  | Discuss careers related to resource management.   | 83, 376-377   |
|  | Describe the influences that societal, economic, and technological changes have on employment trends and future training.                       | 188 (Safety Link feature), 363  |
|  | Develop skills to locate, evaluate, and interpret career information.   | 362-365, 380, 384   |
|  | Identify and demonstrate processes for making short and long term goals.  | 96-97, 116, 371 (Succeed in Life feature)   |
|  | Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship. | 378, 380 (activity #16), 391-395  |
|  | Understand the relationship between educational achievement and career choices/postsecondary options.   | 367-369 (includes Financial Literacy Link on pg. 369)                                     |
|  | Identify a career cluster and related pathways that match career and education goals.   | 362-363, 381 (activity #19)   |
|  | Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.      | 96-97, 116, 367-371 (includes Succeed in Life feature on pg. 371), 381 (activity #19, 25) |
|  | Demonstrate knowledge of technology and its application in career fields/clusters.  | 188-192, 362-363, 385-388, 392  |