

**Florida Department of Education
Curriculum Framework**

Course Title: Personal Development
Course Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Program Number	8500230
CIP Number	09209921EX
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8500230	Personal Development	FAM CON SC 1 HEALTH 6	Semester

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate leadership, study, and organizational skills.
- 02.0 Recognize factors that affect personality development.
- 03.0 Identify and apply skills needed for positive interpersonal relationships.
- 04.0 Identify positive coping skills for dealing with stress and conflict.
- 05.0 Identify relationships that influence personality development.
- 06.0 Assess the importance of good health and wellness.
- 07.0 Develop a plan for managing your resources.

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Development
Course Number: 8500230
Course Credit: Semester

Course Description:

The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership, study, and organizational skills. The student will be able to:
01.01	Identify purposes and functions of professional and community service organizations.
01.02	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.03	Work cooperatively as a group member to achieve organizational goals.
01.04	Demonstrate confidence in leadership roles and organizational responsibilities.
01.05	Demonstrate personal responsibility.
01.06	Practice time management techniques.
01.07	Identify methods used for studying.
01.08	List ways to use study time wisely.
01.09	Create a plan to manage your time.
01.10	List ways technology can add balance your life.
01.11	Develop a personal growth project.
01.12	Identify ways to create organization in your personal space.
02.0	Recognize factors that affect personality development. The student will be able to:
02.01	Review Robert Havighurst's developmental tasks of pre-adolescence and adolescence.

CTE Standards and Benchmarks

02.02	Identify Maslow's basic human needs.
02.03	Define self-esteem and self-concept.
02.04	Explain how heredity and environment affect the development of personality.
02.05	Identify factors that affect self-concept and achievement.
02.06	State how a positive self-concept builds good relationships with friends, peers, parents, and family members.
02.07	Identify characteristics of individuals with high/low self-esteem.
02.08	Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development.
02.09	Analyze personality strengths and weaknesses.
02.10	Identify how values and standards affect character and actions.
02.11	Determine how to make ethical decisions.
03.0	Identify and apply skills needed for positive interpersonal relationships. The student will be able to:
03.01	Identify social skills that contribute to good relationships with others, including diverse multi-cultural groups.
03.02	Identify appropriate topics of conversation when establishing relationships with acquaintances.
03.03	List forms of verbal and non-verbal communication.
03.04	Practice positive communication skills.
03.05	Demonstrate appropriate manners and etiquette for a variety of social situations.
04.0	Identify positive coping skills for adjusting to stress and conflict. The student will be able to:
04.01	Identify positive and negative stress.
04.02	Identify changes that affect families.
04.03	Describe ways of coping with personal and family stress and crises.
04.04	Recognize signs of peer pressure and bullying.
04.05	Demonstrate refusal skills.

CTE Standards and Benchmarks

04.06	Identify causes of conflict.
04.07	List the steps in the conflict resolution process.
04.08	Compare ways of dealing with and preventing conflict with friends and family members.
05.0	Identify relationships that influence personality development. The student will be able to:
05.01	Identify types of relationships.
05.02	Describe qualities of a friend.
05.03	Define reasons for dating.
05.04	Recognize healthy and unhealthy relationships.
05.05	List the functions of families.
05.06	List types of family structures.
05.07	Describe the family life cycle.
05.08	Identify ways to blend work and family.
05.09	Discuss the benefits and challenges of current technology and the impact on the family.
05.10	Identify factors in caring for children and the elderly.
05.11	Discuss the joys and challenges of being a parent.
06.0	Assess the importance of good health and wellness. The student will be able to:
06.01	Describe wellness.
06.02	Explain the importance of good nutrition.
06.03	Classify foods according to the Food Guide Pyramid.
06.04	List the essential nutrients and describe their functions and sources.
06.05	List good health practices that contribute to looking your best.
06.06	Identify the health risks associated with the use of alcohol, tobacco, and other drugs.

CTE Standards and Benchmarks

06.07	List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs.
06.08	Develop an exercise and nutrition plan that incorporates the components of wellness.
06.09	Identify careers related to health and wellness.
07.0	Develop a plan for managing your resources. The student will be able to:
07.01	Define needs and wants.
07.02	Identify major and minor decisions and the factors that affect decisions.
07.03	Identify the steps of the decision-making process.
07.04	Develop a self-improvement plan using the decision-making process to set goals and priorities.
07.05	Apply the decision-making process to personal, social, and family activities.
07.06	Identify factors that affect consumer choices.
07.07	Identify ways to manage your resources for personal needs and wants.
07.08	Develop a spending and savings plan for your money.
07.09	Discuss reasons for working.
07.10	Explain the relationship between income and lifestyle.
07.11	Identify the personal skills needed for employment.
07.12	Discuss careers related to resource management.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at SALA@fldoe.org.

Career and Technical Student Organization (CTSO)

CTSOs are co-curricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.