

SUBJECT:	Career and Technical Education	CORRELATION
GRADE LEVEL:	9, 10, 11, 12	FLORIDA DEPARTMENT OF EDUCATION
COURSE TITLE:	Introduction to the Teaching Profession	INSTRUCTIONAL MATERIALS CORRELATION
COURSE CODE:	8909010	COURSE STANDARDS / BENCHMARKS
SUBMISSION TITLE:	<i>Teaching / Lifespan Development</i>	
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BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (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.)
	Describe education and training career options (e.g. pre-school, infant toddler, elementary/middle/high school, special education, career and technical education, non-school opportunities).	11–29, 33–35
	Research current demographic information affecting education and training (e.g., employment opportunities, salaries, student and family populations).	29–30, 33–34, 112–121, 123–125
	Define meaning of professional career.	7, 237–241, 253–254
	Explain the differences of educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education)	11–29, 33–35
	Identify the state and national professional standards which guide the practice of teaching in today's society.	259–265, 281–282
	Research the licensure, endorsement requirements and respective education necessary to qualify for the various teaching positions.	13, 22, 27, 34, 38–46
	Discuss traits, personal qualities and dispositions congruent with work in the education and training profession.	8, 25, 28, 33–34, 237–255

	Develop personal career goals and plan activities to meet those goals.	47–57, 404–431
	Describe the process by which individuals are socialized into education and training organizations.	45, 239–240, 242–243, 245–255, 424–430
	Explain what it means to be a professional educator and member of the education and training profession.	8, 233–241, 243–245, 253–255, 425–430
	Demonstrate positive work behaviors and personal qualities needed to work in the education and training profession.	8, 33–34, 237–255, 425–430
	Demonstrate respect for cultural and generational values.	7, 201, 222–229
	Understand importance of membership in professional organizations for educators (e.g., National Education Association (NEA), Florida Association for the Education of Young Children (FLAEYC), Association for Career and Technical Education (ACTE), etc.)	244, 315, 426–427, 429, 431
	Identify the multiple categories of diversity that teachers need to recognize and to which they need to respond.	204–229
	Describe how diverse categories of students and families influence teacher expectations and student achievement.	204–229
	Explain how diversity is related to a dynamic global society.	93, 97, 101, 222–225, 227–229
	Describe the impact of linguistic diversity in an education and training setting.	224–229
	Differentiate legal and ethical issues.	225, 248, 424–425, 429
	Perform duties according to laws, regulations, policies and contract provisions.	25, 101, 119, 219–222, 337, 387–389, 398, 424–425

	Explain the implications of an individual's past or present legal history on teaching credentials.	424–425
	Discuss the implications of ethical/unethical behavior.	225, 248, 424–425, 429
	Complete work-related duties within an ethical framework.	225, 248, 424–425, 429
	Maintain behavior in concert with the legal and ethical framework of the teaching profession.	225, 248, 424–425, 429
	Trace the development of modern education and training and its impact on society.	60–125
	Describe various environments in which education and training are delivered.	11–28, 33–35
	Explain the impact of economic, social and technological changes on education and training.	102–125, 316–347
	Explain the concept, barriers and impact of systemic change in education and training organizations.	110–125
	Discuss inertia, status quo and change forces within organizations.	112–113, 116–117, 119–125
	Identify the hierarchy within various educational and training systems.	105–110, 123–124
	Differentiate between administration, management, leadership and supervision positions.	21–25, 33–34, 105–110, 123–124
	Describe roles of various organizational members.	105–110, 123–124
	Identify support agencies outside of the education system and their value to the learning environment.	21–28, 33–35

	Identify funding sources and level of contribution for education and training.	110–113, 123–124
	Identify internal and external stakeholder needs.	113–115, 123
	Describe the importance of communicating with families, communities, agencies and political advocates.	105–110, 113–125, 396–398
	Describe the importance of maintaining stakeholder relationships and addressing problems and complaints.	105–110, 113–125, 396–398
	Participate in communication with internal and external stakeholders to ensure services meet expectations.	105–110, 113–125, 396–398
	Describe the accreditation/licensure requirements education and training organizations must meet.	87–96, 106
	Discuss the safety, health and environmental compliances for education and training organizations.	23, 25, 109, 335–336, 345
	Describe the methods education and training organizations use to evaluate teaching and learning effectiveness.	235–236, 350–371
	Discuss the financial accountability measures an education and training organization must meet.	110–113, 123–124
	Define an employee performance/improvement plan.	353–354, 368–370
	Describe human resource functions and strategies (e.g., recruiting, training, continued professional development, and evaluating).	22–23, 425–427
	Discuss legal implications concerning discrimination, harassment, discipline and termination.	87, 89–92, 109
	Describe how to access information about employee benefits and policies.	29–30, 33–34

	Describe the role of organized labor.	
	Recognize the importance of teamwork and its impact on operations.	239–240, 306
	Explain the roles and responsibilities of the individual as part of the team.	239–240, 306
	Describe the twenty-first century interpersonal skills that contribute to leadership and teamwork.	239–240, 245–255, 306
	Explain the importance of the culture and climate of an organization.	242–243, 253–254
	Assist team members to meet their individual and team goals.	3, 56, 80, 99, 127, 151, 177, 200, 228–229, 239–240, 255, 282, 370
	Explain the induction of new employees into the informal organization.	242–243, 253–254
	Utilize conflict-resolution and dispute-management skills.	251–254
	Describe and emphasize the importance of CTSO events and activities available for students and schools.	3, 59, 127, 203, 404, 418, 429
	Identify the leadership opportunities available through CTSO events, competitions,	3, 59, 127, 203, 404, 418, 429
	Identify the benefits and awards provided through participation in CTSO activities.	3, 59, 127, 203, 404, 418, 429
	Identify additional student organizations that relate to education	404, 418, 429
	Identify the various high school service clubs and CTE organizations and explain their role in enhancing education.	404, 418, 429

SUBJECT:	Career and Technical Education	
GRADE LEVEL:	9, 10, 11, 12	
COURSE TITLE:	Human Growth and Development	
COURSE CODE:	8909020	
SUBMISSION TITLE:	Teaching / Lifespan Development	
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BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (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.)
	Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive).	11-12
	Explain developmental sequences, stages and milestones.	6-16, 108, 113, 116-117, 135-136, 139, 164-165, 199-200, 240, 268, 331-332
	Discuss the varying rates of development in individual students	12, 108, 113, 116-117, 135-136, 139, 164-165, 199-200, 240, 268, 331-332
	Identify developmental results from interactions between the student and the student's early relationships and experience, which include family, language, culture and environment.	14, 18-19, 33-37, 42-43, 114-115, 131-135, 154-164, 168-169, 191-199, 202-203, 222-233
	Explain how attachment significantly impacts all areas of development.	114-115, 132
	Describe the cumulative effects of early experiences and their potential for both positive and negative effects on student growth and development.	10-15, 18-19, 23-26, 28-30, 33-37, 42-43
	Discuss how self-regulation affects all areas of development and behavior.	9, 102-104, 114-115, 131-133, 158-161, 168
	Discuss how caring, consistent relationship with adults provide external supports that serve as the basis for developing self-regulation and resiliency.	102-104, 114-115, 131-133, 158-161, 191-195, 222-225, 252-253
	Describe the importance of effective language and communication between students and adults, and among students, for healthy growth and development.	112-113, 128-129, 138-139, 154-156, 169, 186-190, 217-218, 237, 250-251, 274-275, 300
	Explain how students' pro-social behavior is supported by adults who model positive behavior and view challenging behavior as a learning opportunity	132-133, 138-139, 159-160, 194-195, 197, 202, 224-225

	Identify strategies for responding to the differing developmental needs of students including those with developmental delays.	116, 135-137, 164-166, 199-201, 234-235, 262-263, 344-357, 370-371
	Explain that the teaching profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.	404, 413-414, 421-423
	Describe research on human development, learning theory and the brain.	21-43, 112, 119, 128, 135, 138, 153, 185-186, 216, 250, 265, 341, 406
	Explain how student development (e.g., physical, social, emotional, cognitive) influences learning.	23-30
	Examine differences and exceptionalities in the way students learn.	23-30, 111-113, 126, 128-129, 151-157, 166-167, 173-174, 183-191, 215-221, 249-251
	Articulate the role of language in learning and the cultural influences on the development of language.	112-113, 128-129, 131, 136-137, 139, 154-156, 186-190, 198-199, 217-218, 250-251, 274-275, 300
	Discuss major theories and concepts on motivation and their relationship to classroom instruction.	14, 16, 22-30, 128, 131, 152, 156-157, 184-185, 187, 191-192, 201, 220-222
	Identify factors in students' school, home, community and culture that may influence development, learning and motivation.	33-37, 50-65, 114-115, 131-132, 135, 158-159, 161-164, 194-196, 198-199, 223-233, 358-365
	Demonstrate a variety of instructional strategies that meet learner and group needs at an appropriate level of development.	16, 134, 185-187, 202, 331-332
	Describe the principles of assessment as they apply to variances in human development and learning.	12, 201, 331-332
	Describe different learning styles of students and how it impacts classroom instructional delivery.	16, 185-187, 202, 331-332
	Articulate current and historic foundations, legal issues and mandates, theories and philosophies of special education	51-52, 59-62, 201, 332-333
	Describe definitions, identification procedures, causes and prevalence of specific exceptionalities.	51-52, 59-62, 64, 116, 135-137, 164-166, 199-201, 234-235, 332-333
	Discuss the continuum of placement options and service delivery models for students with exceptionalities, especially in relation to general education.	51-52, 59-62, 201, 332-333

	Explain the similarities and differences in cognitive, physical, cultural, social, emotional needs among students with and without exceptionalities, and the implications of those for education and living.	51-52, 59-62, 64, 116, 135-137, 164-166, 199-201, 234-235, 332-333
	Describe the causes and differential characteristics of students with exceptionalities and the educational implications of these characteristics.	51-52, 59-62, 64, 116, 135-137, 164-166, 199-201, 234-235, 332-333
	Explain the effects exceptional conditions may have on an individual's life, including interpersonal relationships, social/emotional aspects, psychological factors, intellectual functioning and language development.	51-52, 59-62, 64, 116, 135-137, 164-166, 199-201, 234-235, 332-333
	Articulate various strategies for differentiating curriculums, instruction, assessment and classroom learning environments to include the full spectrum of exceptional children, ranging from special education to the gifted child.	51-52, 59-62, 164, 200-201
	Recognize and respect individual differences in student growth, development and learning and adjust practices and expectations for individual students accordingly.	59-62, 128, 186-187, 200-201, 331-332
	Explain students' developmental levels in relation to age appropriate norms and use that information to meet the general needs of students showing typical development.	134, 139, 169, 173, 201, 331-332
	Recognize that family, community and culture influence the development of students and adjust practices and interaction patterns for individual students and/or families accordingly.	33-35, 50-53, 58-62, 112, 135, 156, 179, 193, 199-200, 217, 237, 240, 250, 256, 262
	Articulate examples of challenging behaviors that have environmental and developmental causes and use that information to modify environment, activities and expectations to improve behavioral outcomes.	132-133, 164-166
	Explain that students develop skills and abilities and learn best through experiences that enhance development, behavior and learning outcomes for all students.	16, 186-187, 331-332

	Explain a variety of basic and effective teaching strategies.	16, 186-187, 331-332
	Describe the functions and components of a lesson plan.	95
	Create and implement a lesson plan.	95
	Develop a plan to minimize problem behaviors	408
	Establish classroom rules and procedures that will enhance a learning environment.	331-332
	Describe classroom management strategy components.	404-409
	Identify the types, signs, symptoms and prevalence of child abuse and possible effects of abuse on student performance.	358-365, 370-371
	Identify the types, signs, symptoms and prevalence of substance abuse and possible effects of abuse on student performance.	226-229, 247-248, 265
	Analyze data, determine the most prevalent need and develop strategies to reduce the effect on student achievement and behavior.	38-40, 237
	Describe strategies to reduce exposure to health-threatening environments (e.g., temperature, chemicals, communicable diseases, blood-borne pathogens).	148-150, 181-183, 213-214, 245-248, 272, 296-298
	Describe strategies to promote wellness in the work environment through routine care and maintenance of materials and equipment.	19, 55-57, 383
	Express students' need for a physically and emotionally safe environment and how it impacts the growth and development of young students, including those with special needs.	33-37, 344-346
	Provide age appropriate supervision, indoors and outdoors, to anticipate and prevent dangerous situations and accidents.	36, 41, 69, 110, 123, 146, 162, 181, 197, 211-212, 227, 280, 293, 296, 325, 349, 364, 366-367, 369, 383, 410, 434
	Recognize signs of abuse and follow procedures for documentation and reporting of injuries, incidents and suspected abuse.	358-371
	SUBJECT: Career and Technical Education	
	GRADE LEVEL: 9, 10, 11, 12	
	COURSE TITLE: Foundations of Curriculum and Instruction	

COURSE CODE:	8909030	
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	Compare and contrast the various theories of learning.	
	Identify the stages of human development.	
	Discuss multiple cultural, ethnic and racial belief systems that relate to student learning.	
	Apply various theories of learning when appropriate.	
	Apply Universal Design for Learning (UDL) principles.	
	Analyze multiple social factors that impact learning.	
	Critique the social interaction of individuals can become a predictor of individual and group behavior.	
	Describe problem-solving methods used in education and training organizations.	
	Combine critical thinking and team-building skills to address problems.	
	Engage in group decisions within the bounds of ethical, safety and legal boundaries.	
	Adjust plans/schedules to respond to unexpected events and conditions.	
	Address conflict between available resources, requirements and timelines.	
	Evaluate the solutions and unintended consequences of problem-solving methods.	
	Create documents using a computer (e.g., text documents, spreadsheets, databases, graphics, publications, newsletters).	
	Access and complete research on the internet.	
	Explain how student information can be obtained from electronic sources.	
	Perform calculations and analysis on various examples of student data.	

	Employ electronic applications to assist with curriculum design, instruction, assessment and classroom organizational tools.	
	Describe the range of options and role of technology in the instructional process.	
	Utilize a variety of educational technology tools to support and enhance instructional activities.	
	Describe applications of educational technology to support classroom management strategies.	
	Examine the effective use of technology in terms of planning for and assisting students to meet instructional objectives.	
	Utilize technology support staff effectively.	
	Demonstrate a variety of productivity and utility software applications.	
	Specify copyright laws designed to protect publications, performances and artistic creations.	
	Identify requirements for access and use of copyrighted materials, and the consequences if formal permission is not secured.	
	Describe the safety and health issues related to technology	
	Explain social, legal, ethical and cultural issues related to technology.	
	Examine policies for the use of technology in schools.	
	Identify electronic resources suitable for specific content learning and teaching.	
	Plan learning environments and experiences that are supported by technology.	
	Develop students' abilities to access, evaluate and use technology.	
	Use technology for its ability to accurately represent particular ideas and concepts.	
	Identify relevant research, principles, theories and perspectives significant to the content.	
	Utilize knowledge of the content area, assumptions and skills in planning and instruction.	

	Identify the developmental sequence of learning in content, in an effort to link current instruction with students' prior knowledge.	
	Integrate different viewpoints, theories and processes of inquiry to guide thinking and instructional planning.	
	Demonstrate enthusiasm for the subject discipline and a commitment to continuous learning in a specific subject area.	
	Explain how students' conceptual framework and common misconceptions can influence learning.	
	Engage students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area.	
	Anticipate and adjust learning experiences to address common misconceptions of the discipline.	
	Incorporate content specific learning strategies to enable students to analyze, build and adapt new understandings.	
	Describe the content, concepts and processes in school and district curriculum priorities and in Florida's academic and technical content standards.	
	Extend and enrich curriculum by integrating school and district curriculum priorities with Florida's academic, technical and national content standards.	
	Make relevant content connections between disciplines.	
	Prepare opportunities for students to apply learning from different content areas to solve problems.	
	Collaborate to construct interdisciplinary learning strategies that make connections between content areas.	
	Facilitate learning experiences that connect to real-life situations and careers.	
	Utilize a variety of resources to enable students to experience, connect and practice real-life and career applications.	

	Define reading and writing skills as essential for life-long learning.	
	Support the process of reading and writing skill development in learners.	
	Follow district curriculum priorities.	
	Select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic and technical content standards.	
	Sequence and group concepts and processes to provide a continuous curriculum aligned with school and district curriculum priorities and state academic and technical content standards.	
	SUBJECT: Career and Technical Education	
	GRADE LEVEL: 9, 10, 11, 12	
	COURSE TITLE: Principles of Teaching Internship	
	COURSE CODE: 8909040	
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	Prepare clear short- and long-term educational goals and objectives for learners.	259–260, 264–283
	Develop short- and long-term instructional plans.	264–283
	Adjust instruction based on differentiated student learning.	226–227, 310–311, 314
	Identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan accordingly.	206–229
	Explain the alignment of goals, objectives, instructional plans and assessments.	258–283, 351–352
	Establish and communicate challenging individual learning goals based on the needs of each student.	272–273, 278–281
	Communicate the link between learning activities and goals.	273–274, 281

	Create instructional environments where students actively and independently set, articulate and internalize learning goals.	375–384, 387–391, 399–401
	Describe the cognitive processes associated with learning.	132, 160–162, 166–167, 170–171, 185–188
	Demonstrate through instruction how to stimulate cognitive processes.	132, 160–162, 166–167, 170–171, 185–188, 200, 296–315
	Use research-based instructional strategies.	296–315
	Implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.	200, 296–315
	Articulate a logical and appropriate rationale for the sequence of learning activities.	265, 273–274, 310
	Link the content of each learning activity to the content of previous and future learning experiences.	265, 273–274, 310
	Prepare learning activities that allow for content review, student reflection and different pathways, depending on student needs.	200, 296–315
	Understand the importance of gathering and using student data to choose appropriate instructional strategies for individuals and groups of students.	310–311
	Use appropriate and flexible grouping during instruction to support the learning needs of all students.	307–308
	Recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.	265, 273–274, 310
	Adapt instructional materials and activities and differentiate instruction to meet individual student's learning needs.	310–311, 314
	Provide varied options for how students demonstrate mastery.	354–365
	Choose learning activities that support the development of students' cognitive abilities.	265, 273–274, 310
	Employ effective, purposeful questioning techniques during instruction that encourages critical thinking about disciplinary content.	290–293
	Provide complex, creative, open-ended learning opportunities for students.	290, 297, 300–308

	Use materials and resources that support instructional goals and meet students' needs.	299-300, 303-304, 324-325, 327-330, 341-344
	Use technology that is appropriate to the discipline.	319-347
	Develop students' abilities to access, evaluate and use technology.	332-334
	Develop awareness of adaptive technologies to enhance student learning.	324-325
	Check and correct potential safety hazards.	335-336
	Maintain work areas in accordance with standards for cleanliness and safety.	335-336, 375-376
	Understand when to maintain and wear personal protective equipment (PPE) as appropriate.	
	Identify effective body mechanics and repetitive motion factors associated with ergonomics.	335
	Describe current medication administration policies and procedures according to local, state or national regulations.	
	Model use of simple safety precautions and safe use of learning materials and instruct students to do the same.	335-336, 375-376
	Apply basic first aid and follow health and safety procedures.	
	Explain cardiopulmonary resuscitation (CPR), airway obstruction, and the abdominal thrust.	
	Supervise the playground and recreational activities of students.	
	Explain and discuss procedures to address an emergency (e.g., natural disaster, substance abuse).	117-119, 121, 395-398
	Describe the PPE and response equipment/materials needed for emergency response.	
	Demonstrate universal precautions to protect against infection and communicable diseases.	
	Differentiate between stress and stressors.	421-423, 431
	Summarize the physical, emotional, behavioral and cognitive consequences of unmanaged stress.	423, 431
	Recognize the function of employee assistance programs.	
	Describe effective strategies for managing stress.	421-423, 431

	Identify professional development resources.	244, 425-428
	Explain professional collaboration.	244, 425-428
	Demonstrate teacher characteristics that promote professional development.	244, 425-428
	Express a personal objective of continuous improvement.	244, 425-428
	Analyze the impact of personal biases on teaching/learning.	363
	Adapt instructional planning and strategies based on written reflections of teaching experiences.	280, 310-312