

Charles S. Rushe Middle School
18654 Mentmore Boulevard
Land O Lakes, FL 34638

Contact Information:

Teacher: Mrs. Fisher

Room: Portable 16 (582)

Class: [Personal Development & Career Planning](#)

Phone: 727-346-1380

E-mail: lafisher@pasco.k12.fl.us

Hours: 7:10 AM to 2:40 PM

Class 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.

Needed Materials:

- purchase a copy of the book, "[The 7 Habits of Highly Effective Teens](#)" By Sean Covey (ISBN 1476764662)
- 3-prong plastic folder with pockets
- notebook paper **OR** composition notebook (**no spiral**)
- writing utensils
- **WISH:** hand sanitizer **OR** one container of disinfectant wipes

Grading Scale:

100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-50 = F

Make-up Policy

Students who are absent from school for any reason can access all assignments through our Research class on myLearning. The dates, page numbers, and assignments are all updated weekly. Students are expected to keep up with their work when they are not in school so they don't fall behind in the class. Class time will not be given to make-up work. Tests/quizzes can be made up upon their return during AIR time (homeroom).

Course Standards:

1. Review Robert Havighurst's developmental tasks of pre-adolescence and adolescence.
2. Identify Maslow's basic human needs.
3. Define self-esteem and self-concept.
4. Explain how heredity and environment affect the development of personality.
5. Identify factors that affect self-concept and achievement.
6. State how a positive self-concept builds good relationships with friends, peers, parents, and family members.
7. Identify characteristics of individuals with high and low self-esteem.
8. Inventory personal traits, attitudes, abilities, talents, and values that can be used as resources in personal development.
9. Analyze personality strengths and weaknesses.
10. Identify how values and standards affect character and actions.
11. Determine how to make ethical decisions.
12. Identify social skills that contribute to good relationships with others, including diverse multicultural groups.
13. Identify appropriate topics of conversation when establishing relationships with acquaintances.
14. List forms of verbal and non-verbal communication.
15. Practice positive communication skills.

16. Demonstrate appropriate manners and etiquette for a variety of social situations.
17. Identify positive and negative stress.
18. Identify changes that affect families.
19. Describe ways of coping with personal and family stress and crises.
20. Recognize signs of peer pressure and bullying.
21. Demonstrate refusal skills.
22. Identify causes of conflict.
23. List the steps in the conflict resolution process.
24. Compare ways of dealing with and preventing conflict with friends and family members.
25. Identify types of relationships.
26. Describe qualities of a friend.
27. Define reasons for dating.
28. Recognize healthy and unhealthy relationships.
29. List the functions of families.
30. List types of family structures.
31. Describe the family life cycle.
32. Identify ways to blend work and family.
33. Discuss the benefits and challenges of current technology and the impact on the family.
34. Identify factors in caring for children and the elderly.
35. Discuss the joys and challenges of being a parent.
36. Describe wellness.
37. Explain the importance of good nutrition.
38. Classify foods according to the Food Guide Pyramid.
39. List the essential nutrients and describe their functions and sources.
40. List good health practices that contribute to looking your best.
41. Identify the health risks associated with the use of alcohol, tobacco, and other drugs.
42. List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs.
43. Develop an exercise and nutrition plan that incorporates the components of wellness.
44. Identify careers related to health and wellness.
45. Identify purposes and functions of professional and community service organizations.
46. Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
47. Work cooperatively as a group member to achieve organizational goals.
48. Demonstrate confidence in leadership roles and organizational responsibilities.
49. Demonstrate personal responsibility.
50. Practice time management techniques.
51. Identify methods used for studying.
52. List ways to use study time wisely.
53. Create a plan to manage your time.
54. List ways technology can add balance to your life.
55. Develop a personal growth project.
56. Identify ways to create organization in your personal space.
57. Identify the steps of the decision-making process.
58. Distinguish between a need and a want.
59. Explain how values and goals affect decisions.
60. Develop a budget and savings plan.
61. Develop a self-improvement plan using the decision-making process to set goals and priorities.
62. Apply the decision-making process to personal, social, and family activities.
63. Identify factors that affect consumer choices.
64. Identify ways to manage your resources for personal needs and wants.
65. Discuss reasons for working.
66. Identify the personal skills needed for employment.
67. Discuss careers related to resource management.
68. Explain the relationship between income and lifestyle.

Parents and students,

Thank you for taking the time to review the course syllabus. I look forward to partnering with you this year to help facilitate a passion for self-discovery, developmental inquiry, and life exploration through understanding the personal development and career planning of a middle school student.

Please check your emails weekly so we can stay in touch. If you do not receive a weekly email, then check your junk/spam folder or email me with an updated email address. Thank you:)

Per Board Policy- 2240 - **CONTROVERSIAL ISSUES**

- The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either the content or the activity conflicts with his religious beliefs or value system, the school will consider a written request for his child to be excused from a particular class for specified reasons. The student, however, will not be excused from participating in the course and will be provided alternate learning activities during times of such parent requested absences.