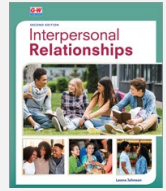
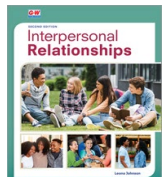


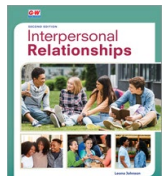
**Goodheart-Willcox Publisher**  
**Correlation Interpersonal Relationships, 2nd Ed (2023)**  
**to Mississippi Department of Education**  
**Course: Family Dynamics - 200121**  
**(Grades 9-12)**



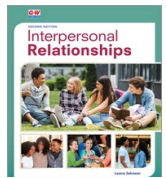
Standards	Correlating Text Pages
<b>Unit 1: Orientation</b>	
<b>Competencies and Suggested Objectives</b>	
1. Describe local high school or career and technical center policies and procedures, including dress code, attendance, academic requirements, discipline, lab rules and regulations, and transportation regulations.	
a. Give a brief overview of the course, explaining to students what FCS is, why it is important, and how it will be delivered.	6-10, 7 ( Developmental Task of Adolescence), 10 (Lesson 1.1 Comprehension Check, #1-5), 314
2. Explore the leadership skills and personal development opportunities provided to students by student organizations, including FCCLA.	
a. Demonstrate effective team-building and leadership skills.	122
b. Practice appropriate work ethics.	122
c. Identify the motto, creed, and/or pledge and discuss their meanings.	122
d. Recognize related brand resources (e.g., emblems, colors, official attire, logos, graphic standards, etc.).	122
<b>Unit 2: Discovering You</b>	
<b>Competencies and Suggested Scenarios</b>	
1. Explore personality development in relation to oneself and others.	
a. Identify forces that shape personality development, including personality traits, heredity, and environment.	46-53, 47 (A Positive Self-Concept or Self-Image), 51 (Behavior Patterns), 53 (Lesson 2.2 Comprehension Check, #1-6), 113
b. Explain how self-concept influences a person's behavior and relationships with others.	46-53, 47 (A Positive Self-Concept or Self-Image), 51 (Behavior Patterns), 53 (Lesson 2.2 Comprehension Check, #3, 6)
c. List ways to improve self-esteem	17-22,19 (Environmental Factors Affecting Growth and Development, 27 (Lesson 1.3 Comprehension Check, #1), 46-48, 53 (Lesson 2.2 Comprehension Check, #1-2, 3, 6)
2. Identify personal traits that build character.	
a. Describe positive character traits such as honesty, self-discipline, responsibility, compassion, motivation, and perseverance.	41-45, 44 (Examining Character Traits), 45 (Lesson 2.1 Comprehension Check, #1-7)
b. Explain how a person's character is revealed by his or her behavior.	43-45, 44 ( Examining Character Traits), 45 (Lesson 2.1 Comprehension Check, #1-7), 48-51, 51 (Behavior Patterns), 53 (Lesson 2.2 Comprehension Check, #5)



Standards	Correlating Text Pages
c. Identify a list of responsibilities that helps teenagers to become responsible adults.	347, 349 (Lesson 14.1 The Family As A System, 2)
<b>3. Describe the role of decision making in setting and attaining goals.</b>	
a. Recognize the importance of setting and attaining goals.	87-88, 89 (Steps in Goal Setting ), 92 (Lesson 4.1 Comprehension Check, #4), 113-114, 139-140, 145 (Lesson 6.2 Comprehension Check, #2)
b. Define short- and long-range goals.	87-88, 92 (Lesson 4.1 Comprehension Check, #4)
c. List the steps in the decision-making process.	93-103, 95 (Using The Decision- Making Process), 99 (Real-Life Scenario), 103 Lesson 4.2 Comprehension Check, #1-5)
d. Design the goals and strategies for reaching one's potential	87-88, 89 ( Stages in Goal Setting), 92 (Lesson 4.1 Comprehension Check, #4), 113-114, 139-140, 145 (Lesson 6.2 Comprehension Check, #2)
<b>4. Demonstrate the ability to achieve an appropriate balance between self-expression and the practical use of the physical and aesthetic components related to basic human needs (e.g., self-care, clothing, etc.).</b>	48- 53, 51 (Behavior Patterns), 53 (Lesson 2.2 Comprehension Check, #1-6), 304
<b>Unit 3: Discovering Relationships</b>	
Competencies and Suggested Objectives	
<b>1. Compare and contrast communication techniques</b>	
a. Explore communication with sensitivity to anti-biases such as gender, equity, age, culture, and ethnicity.	154-179, 157 Think About Your Reading, 160 (Types of I-Statements) ,181 (Critical Thinking, 1-4), 281
b. Discuss social etiquette/netiquette, and the dangers and consequences of technology usage.	171, 173 (Lesson 7.3 Comprehension Check, #5), 247-248, 248 (Lesson 10.1 Comprehension Check, # 6) , 517-518
c. Identify the types of communication (e.g., verbal, nonverbal, etc.).	154-158, 155 (Think About Your Reading), 157 (Think About Your Reading), 162 (Lesson 7.1 Comprehension Check, #1-3)
d. Demonstrate positive approaches to communication (e.g., "I" messages vs. "You" messages)	158-162, 160 ( Types of I Statements), 161 (Think About Your Reading), 162 (Lesson 7.1 Comprehension Check, #4)
<b>2 Identify types of peer relationships and expectations.</b>	
a. Describe the qualities of friendship.	185-187, 186 (A Friend Is ... , 187 ( Qualities for Developing Close Friendships), 194 (Lesson 8.1 Comprehension Check, #1)
b. Identify ways to maintain and improve friendships.	182-191,187 ( Qualities for Developing Close Friendships), 194 (Lesson 8.1 Comprehension Check, #3)
c. Evaluate techniques for effectively dealing with peer pressure.	191-193, 192 (Real-Life Scenario), 194 (Lesson 8.1, Comprehension Check,#4-5)
d. Analyze ways to build peer relationships	187-194, 187 (Qualities for Developing Close Friendships), 194 ( Lesson 8.1 Comprehension Check, #3-5)



Standards	Correlating Text Pages
<b>3. Recognize the functions of dating.</b>	
a. Identify patterns in a dating relationship.	245-248,248 (Lesson 10.1 Comprehension Check, #4-6)
b. Discuss challenges associated with dating.	262-267, 263 (Checkpoint 4: Healthy Relationship Skills Are Used), 267 (Lesson 10.3 Comprehension Check, #3-4), 259-262, 267 (Lesson 10. 3 Comprehension Check, #1-2)
<i>Note: Check to see if your district chose abstinence-only or abstinence-plus (Last amended version of Section 37-13-171, Mississippi Code of 1972)</i>	
c. Practice interpersonal skills related to dating.	262, 267 (Lesson 10.3 Comprehension Check, #1-2) 277-278, 284 (Lesson 11.2 Comprehension Check, #1)
d. Explore the advantages of delayed dating.	245-248,248 (Lesson 10.1 Comprehension Check, #4-6)
<b>4. Explore the concepts of love and commitment.</b>	
a. Discuss misconceptions regarding love and commitment.	259-267, 267 (Lesson 10.3 Comprehension Check, #1-4)
b. Identify factors to consider in selecting a partner.	259-267, 267 (Lesson 10.3 Comprehension Check, #1-4)
c. Describe issues that should be discussed before commitment.	262-267, 267 (Lesson 10.3 Comprehension Check, #1-4)
d. Specify factors that contribute to a successful marriage.	277-291,280 (Think About Your Reading ), 281 (Think About Your Reading), 284 (Lesson 11.2 Comprehension Check, #1-6), 291 (Lesson 11.3 Comprehension Check, #1-4)
e. Practice decision-making skills needed in a marital relationship related to topics such as budget, recreation, housing, other friends, and children.	285-291, 286 ( Think About Your Reading), 287 ( Think About Your Rending), 291 (Lesson 11.3 Comprehension Check, #1-4)
f. Explore patterns of adjustment (e.g., interpersonal, social, and financial).	285-291, 292-293 (Critical Thinking, #1-4)
<b>Unit 4: Discovering Family Growth</b>	
Competencies and Suggested Objectives	
<b>1. Examine the criteria for creating a family</b>	
a. Identify issues that should be discussed before starting a family, including physical, social, emotional, financial, and legal responsibilities.	288, 291 (Lesson 11.3 Comprehension Check, #2)
b. Explain the impact of parenting on a person's life goals.	430-436, 431 (Parenthood Decisions), 436 (Lesson 17.2 Comprehension Check, #1-10)
<i>Note: If objectives a and b have been taught in a previous course, instruction will be for review and reinforcement.</i>	
<b>2. Evaluate the dynamics involved in preserving the family as a unit.</b>	
a. Describe all stages of the family system.	422-428, 423 (Stages of the Family Life Cycle), 428(Lesson 17.1 Comprehension Check, #1-5), 478-495, 487 (Lesson 19.2 Comprehension Check, #1-3)



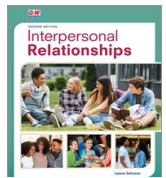
Standards	Correlating Text Pages
b. Explain the functions of a family, including nurturing, economic, social, and intellectual support.	346-354, 349 (Lesson 14.1 Comprehension Check, #1-4) 353 (Think About Your Readings, 354 (Lesson 14.2 Comprehension Check, #1-4)
c. Analyze factors that make strong families, including commitment, communication, and decision making.	350-354, 352 (Think About Your Reading), 354 (Lesson 14.2 Comprehension Check, #1-4)
d. Describe a successful family support system and its value.	355-363, 356 (Real- Life Scenario), 359 (Think About Your Reading), 363 (Lesson 14.3 Comprehension Check, #1-4)
<b>3. Develop coping techniques for individuals dealing with crisis in the family</b>	
a. Define the types of crises that families face.	368-387, 369 (The Pileup Effect), 372 (Lesson 15.1 Comprehension Check, # 1-5), 392-413, 413 (Lesson 16.3 Comprehension Check, #1-7)
b. Locate resources that assist individuals and families in crisis situations.	373-387, 379 (Lesson 15.2 Comprehension Check, #1-4 , 382 (Think About Your Reading), 387 (Real-Life Scenario), 387 (Lesson 15.3 Comprehension Check, #1-5)
c. Identify appropriate solutions for individuals in family crises.	373-387, 379 (Lesson 15.2 Comprehension Check, #1-4), 382 (Think About Your Reading), 387 (Real Life Scenario), 389 (Lesson 15.3 Comprehension Check, #1-5)
d. Develop a family and/or individual crisis stress management plan.	373-387, 399 (Lesson 15.2 Comprehension Check, #1-4), 382 ( Think About Your Reading), 387 (Real-Life Scenario), 387(Lesson 15.3 Comprehension Check, #1-5)
<b>4. Examine factors for balancing work and family</b>	
a. Explain how attitudes about who does the work in a family have changed over the years.	347-348, 349 (Lesson 14.1 Comprehension Check, #1-2)
b. Summarize ways in which jobs affect family life and vice versa.	346-349, 347 ( Think About Your Reading ), 349 ( Think About Your Reading), 349 (Lesson 14.1 Comprehension Check, #1-4
<b>5. Explore the aspects of domestic violence.</b>	
a. Identify types of domestic violence.	359-363, 362 ( Think About Your Reading, #2), 363 (Lesson 14.3 Comprehension Check, #1-4)
b. Discuss warning signs of violence.	359-363, 362 ( Think About Your Reading, #2), 363 (Lesson 14.3 Comprehension Check, #1-4)
c. Identify preventive measures and intervention skills	362-363, 362 (Think About Your Reading # 2), 363 (Lesson 14.3 Comprehension Check, #1
<b>Unit 5: Discovering Career Opportunities</b>	
<b>Competencies and Suggested Objectives</b>	
<b>1. Describe employment opportunities and responsibilities.</b>	
a. Analyze potential earnings, employee benefits, job availabilities, working conditions, educational requirements, required technology skills, and	117-122, 117 ( Think About Your Reading), 121 (Real-Life Scenario), 122 (Lesson 5.3 Comprehension Check, # 1-4)



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Standards	Correlating Text Pages
continuing education/training for careers, including teacher, family counselor, or youth director.	
b. Simulate banking procedures (e.g., checking/debit, savings, online, etc.).	570-573, 575 (Lesson 22.2 Comprehension Check, #1)
c. Interpret a paycheck and explain deductions.	562-563, 569 (Think About Your Reading), 569 (Lesson 22.1 Comprehension Check, #1-2)
d. Discuss résumé development.	514-516, 522 (Lesson 20.2 Comprehension Check, #2)
e. Demonstrate interview skills (e.g., dress, professionalism, punctuality, etc.).	518-519, 518 (Interview Tips), 522 (Lesson 20.2 Comprehension Check, #4)
f. Describe how proper etiquette and social skills improve employability.	519-522, 522 (Think About Your Reading), 522 (Lesson 20.2 Comprehension Check, #5)
g. Specify basic employee responsibilities and appropriate work ethics.	519-522, 522 (Think About Your Reading), 522 Lesson 20.2 Comprehension Check, #5-6
h. Define effective relationship skills and workplace issues, including, but not limited to, sexual harassment, bullying, stress, and substance abuse.	519-522, 522 (Think About Your Reading), 522 Lesson 20.2 Comprehension Check, #5-6
<i>Note: If objectives b-h have been taught in a previous course, instruction will be for review and reinforcement.</i>	